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ABSTRACT

Forty-eight Spanish-English basic instructional programs, 22 supplementary instructional items, and 8 professional resources are synthesized as an aid to material selection in Spanish language arts. Each synthesis of instructional material identifies the material with complete cataloguing information and the specification of components, subject area and emphasis, curriculum role, grade levels, population characteristics, research and development evidence, linguistic content, and language level. Instructional design constructs are then discussed, with a paragraph each devoted to the developer's rationale, learner goals, learner objectives, scope and sequence of content, methodology, means of evaluation, and additional considerations such as physical description and source of the material. Professional materials are described in somewhat shorter resumes. An extensive rationale and user's guide precedes the syntheses. (AMH)

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EPIE REPORT: Number 73

SELECTOR'S GUIDE FOR BILINGUAL EDUCATION MATERIALS

Volume 1, Spanish Language Arts

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On the Selection of Spanish Instructional Materials for Bilingual Classrooms

ON THE SELECTION OF SPANISH INSTRUCTIONAL MATERIALS FOR BILINGUAL CLASSROOMS

The contents of both Volume 1 and Volume 2 of *Selector's Guide for Bilingual Education Materials – EPIE Report: Number 73* and *74* – represent the work of 36 people looking intensively at more than 1,200 instructional materials.

What is the "work," who are the "people," what are the "materials"?

The "work" is analyzing instructional materials in a structured, systematic manner using a comprehensive materials-analysis instrument called *EPIEform A*. Based on an earlier instrument created by Maurice Eash – Director of the Office of Evaluation Research, University of Illinois at Chicago Circle – *EPIEform A* is continually revised and adapted to fit the requirements of EPIE's nationwide program of cooperative instructional-materials analysis and evaluation.

The "people" are 36 cooperating educators, all fluent in English and Spanish and all considered to be experts in bilingual education, some of whom are classroom teachers, some teacher trainers, some university-level professors, some media specialists, some consultants. Before spending about one week analyzing products, all 36 people underwent an intensive two-and-a-half days of training in materials analysis and the use of *EPIEform A* in a secluded educational conference center in New Mexico.

The "materials" are just about every Spanish instructional material – produced by both commercial companies and noncommercial agencies in both the United States and other countries – that EPIE could get its hands on. (The actual number of materials is even greater than 1,200 because an uncounted amount of all materials collected did not meet EPIE's "eligibility rules" for these two volumes. Moreover, some materials not available for analysis – and this fact is indicated in the analyses – were not counted in the 1,200 tally.) A number of basic programs have as many as 30 or more individual components and all of them have been subjected to analysis. Each individual material was subjected to analysis by two analysts; an editor then synthesized the two analyses, resolving discrepant findings by discussion or, if necessary, by referral to a third analyst. The resultant synthesized analyses appear in these two volumes.

How did a project of such magnitude get started and financed?

This project started with the recognition by both EPIE Institute and the National Institute of Education that interest in bilingual education is growing rapidly in the United States. Commensurate with this growing interest, an increased practitioner need has emerged for objective information about curriculum materials usable in bilingual classrooms.

Heretofore, no one source (or even handful of sources) existed for selectors of bilingual materials to consult in order to obtain objective (or even promotional) information about such materials. To respond to this need, NIE awarded EPIE a contract to produce what was expected to be a single volume such as this and another volume serving the same purpose for Chinese and Japanese materials. As it has turned out, the enormity of the analyses of Spanish materials made one volume unwieldy, and thus there are two volumes; and the paucity of, and unsatisfactory quality of, materials in Chinese and Japanese suggested that two languages be added to the Asian-languages volume, and thus there is *Selector's Guide for Bilingual Education Materials, Volume 3, The Status of Programs in Chinese, Japanese, Korean, and Vietnamese.*

Soon after NIE awarded the contract to EPIE in the summer of 1975, EPIE began establishing contact with hundreds of commercial and noncommercial, domestic and foreign, producers and distributors of bilingual materials. And, with the help and counsel of NIE, the U.S. Office of Education, and regular advisors of and consultants to EPIE, a ten-member National Panel on Bilingual Materials was constituted.

The panel was convened–along with Susan Stairs, The Project Officer, National Institute of Education, Multicultural/Bilingual Division and EPIE staff members and consultants–for a two-and-a-half-day conference in Glen Cove, Long Island in August 1975. At the conference, criteria for inclusion or exclusion of materials to be analyzed were determined. In addition, certain critical questions were discussed, and the search was begun to identify what turned out to be 36 people

FIGURE I

Curriculum Development and Materials Selection

Column A
Column B
ANALYSIS, DESCRIPTION, SELECTION, AND EVALUATION OF INSTRUCTIONAL MATERIALS
PLANNING, DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF INSTRUCTIONAL PROGRAMS
A-9
total universe of 500,000-plus instructional materials
total curriculum, pre-k through adult, and 50,000,000-plus learners
B-9
A-8
all the materials which producers/ distributors claim are bilingual education instructional materials
nationwide promotion and discussion of the idea of bilingual education in the schools
B-8
A-7
actual materials relevant for use in bilingual programs
existing bilingual education programs in United States schools
B-7
A-6
screening to narrow to categories (e.g., all Spanish language materials k-12)
local clarification of the meaning of bilingual education (e.g., whether transitional or maintenance)
B-6
A-5
simple (i.e., annotated) listing of materials in the category
syllabi and course outlines for local bilingual education programs
B-5
A-4
four-construct analyses
plans for classroom instruction
B-4
A-3
probing design analyses, plus user feedback
specifications of instruction, plus evaluation data
B-3
A-2
teacher review
teacher implementation
B-2
A-1
LEARNERS
LEARNERS
B-1

who would constitute a National Bilingual Materials Analysis Task Force, later (in September) to convene in Abiquiu, New Mexico.

MATCHING MATERIALS AND LEARNERS

Finding instructional materials appropriate to learners (and, by implication, to teachers and to instructional programs) is a fundamental task of bilingual educators. Information on two factors is obviously involved in such a materials-learners match: *materials and learners.* The main part of this introductory section provides information organized to facilitate the educator's search for suitable materials. It is up to the educator to provide information on learners, information which defines the classroom setting and thereby determines the kind of materials to search for.

Two distinct processes are also involved in making the materials-learners match: one analytic and descriptive, the other evaluative. The descriptions of characteristics of learners and learning settings and the characteristics of materials can both be carried out objectively and with a minimum of valuing. Decisions concerning what kind of bilingual program is preferable and, therefore, the kinds of materials which best match a particular program are evaluative because they involve weighting values and expressing preferences.

Ultimately, of course, the individual classroom teacher is interested in only those materials which are suitable for that particular classroom. A narrowing-down process, from all materials available to those most suitable for that classroom, is thus necessary. Figure 1, although it may appear formidable, can actually be a simplifying guide for the narrowing-down process. (Note that, if the process is carried out as depicted in Figure 1, the teacher's job is reduced to looking first hand at relatively few alternative materials. Note also that the nearer the decision-making is to the actual learners with whom the materials will be used the greater the amount of detailed information that is needed about those materials.)

Column A outlines the steps in materials analysis and selection; Column B contains a parallel outline of comparable steps in the development of classroom instruction. The Figure 1 schema and the following explanation of the nine steps in the "funneling" process can be used as a map for locating, first, where *your* school system stands in classroom instruction development for bilingual education and, second, for determining what level (and amount) of information on instructional materials is appropriate to *you.*

Levels of Materials Descriptions

In Column A, on the left side of the schema, nine steps are listed. These steps are elaborated on below:

A-9 Total range of more than 500,000 instructional materials now on the market in the United States for all school subject areas.

A-8 Total number of instructional materials which publishers and distributors promote as bilingual education materials.

A-7 Total number of materials judged to be actually appropriate for use in bilingual programs on the basis of agreed-upon criteria. (These criteria can be set nationally, by state education agencies, by local school districts, or by some combination.)

A-6 Subset of available instructional materials for bilingual education programs which have been selected for description, analysis, and evaluation at a particular time.

A-5 Simple listings of materials in A-6: author, title, publisher/distributor, publication date, price, and, sometimes, a brief annotation.

A-4 Descriptive analyses of materials in A-5 using Instructional Design Outline (intents, contents, methodology, and means of evaluation) and looking into other matters (R&D evidence, target population, curriculum role, and various other considerations) – the level of analysis in these two volumes.

A-3 Penetrating Instructional Design Analyses using a full-scale analytical instrument such as *EPIEform A,* plus systematically gathered feedback obtained from users on the effects of materials on learners and on how materials function in various learning settings.

A-2 Teacher "hands-on" analysis and review of those materials that, on the basis of the information in A-3, seem to be closest to their specific requirements (i.e., the needs of their students and their own approach to bilingual education).

A-1 The most important test of a material's quality and "fit": how it works with individual learners. (Even if learners do not participate, except perhaps indirectly, in review and selection processes described above, it is often useful to give them access to a range of materials to draw upon for a given purpose rather than to limit their choice to one item.)

Levels of Program Development

In Column B, on the right side of the schema, nine parallel steps in the development of classroom instruction are listed:

B-9 The total school curriculum, prekindergarten through adult education, consisting of a wide range of subject areas and involving at least 50,000,000 learners across the United States.

B-8 In recent years, the idea of bilingual education promoted nationally through addresses, journal articles, and curriculum and materials development projects.

B-7 A number of school-based bilingual education programs emerging out of all the activity referred to in B-8. (These programs are at various stages of development and implementation, and they vary widely in the particular conception of bilingual education that is represented.)

B-6 Clarification before initiating classroom instruction needed on what bilingual education exactly means: that is, which elements of bilingual education will be included. (The product of this deliberation may take the form of a statement of philosophy or rationale.)

B-5 For many school systems, the next step in developing classroom instruction: the writing of course outlines, curriculum guides, or syllabi that indicate which bilingual education elements will be presented at various grade levels in relation to a number of subject areas.

B-4 Fuller, more detailed descriptions of classroom instruction, reflecting decisions that have been made within the four areas of instructional design: intents (or goals and objectives), contents (or scope and sequencing), teaching/learning methods, and approaches to the evaluation of student progress. (At this point teachers, together with others who are involved, have determined rather specifically what will take place in the classroom over the period of a semester or a year or more.)

B-3 As classroom instruction gets under way, each aspect of instructional design fully elaborated as it is actually carried out in day-to-day teaching and learning activities. (After a semester's or a year's time, information can be collected on how well implemented the program is and on what progress the learners are making.)

B-2 Implementation and maintenance of a program depending, of course, on the day-to-day work of teachers and other adults in classrooms and in other instructional settings.

B-1 As observed in A-1, the ultimate test of a program: how it functions with learners. (In a field such as bilingual education, it seems particularly important that learners themselves initiate and carry through many of the program activities.)

There are five main kinds of instructional materials that are currently available for use in Spanish-English bilingual programs. Each should be scrutinized carefully to determine its appropriateness for use in any specific classroom.

(a) English-language materials developed in the United States, including ESL [English as a Second Language] materials and those depicting aspects of other cultures or containing the content of various other school subjects. (Such materials have not been included in either *EPIE Report: Number 73* or *74;* the next four categories are included.)

(b) Materials in Spanish developed abroad without any adaptation for use in the United States, i.e., with Spanish-speaking Americans.

(c) Materials translated from English into Spanish without adaptation to the intended target populations in the United States.

(d) Materials translated and rewritten in Spanish so as to be more suitable for Spanish-speaking American children (e.g., materials incorporating ethnic-U.S. data, viewpoints, values, etc., or containing glossaries, background materials, interpretations, and the like that have been added to the original text).

(e) Materials written especially for Spanish-speaking American learners (even those making discriminations for learners residing in various regions of the country), often with attention paid to comparisons of cultures.

WHERE DO YOU STAND ON BILINGUAL EDUCATION?

Most of the current bilingual programs in the United States share the intent of providing effective educational services for children whose first language is not English. However, the ways in which this intent is carried out in practice varies a great deal from one classroom program to another. Basically, there are three main types of programs which have received attention over the past two decades. Two of the three include programs of the sort that received support from the National Defense Education Act of 1958, as amended. These involve: (1) the teaching of English as a second language [ESL] and (2) "foreign" language teaching. Both types are "bilingual" only to the extent that two languages are involved: the one the child comes to school with and the English (or other language) that he or she is taught. In one case, English is taught in order that children with a different first language might better receive school instruction in English; in the other case, the second language usually is not employed as a medium of instruction for any other subjects in the curriculum except the non-English language that is involved.

A third type of bilingual program receives support from the more recent Bilingual Education Act [Title VII of the Elementary and Secondary Education Amendment of 1967, amended in 1974]. In these programs, the teaching of some school subjects is carried out in the non-English-speaking child's first language, at least until the learner achieves sufficient mastery of English; in some

cases, instruction is aimed at improving and maintaining proficiency in the first language, as far as through high school. In addition to first language instruction, and the use of that language for school instruction (in addition to English), many programs of this type also involve teaching and learning about the culture of which the child's first language is an integral part.

Strictly speaking, even this third type of program may be "bilingual" only for the children whose first language is not English, since native speakers of English may not be involved simultaneously in learning the languages of their non-English speaking peers. Presumably, a *fully* bilingual (and bicultural) program would involve students of two language (and cultural) groups learning each other's language (and culture), as well as their own, and receiving instruction in a range of school subjects in both languages for a full span of years, kindergarten through grade twelve.

Key Distinguishing Elements of Bilingual Education

The following three elements were synthesized from a number of sources as a basis for describing the "bilingual-ness" of instructional programs and materials. Although no one of the three, by itself, is sufficient to make a product fully bilingual, neither is it necessary for a program or material to contain all three elements to be valid. When analyzing an instructional material that is being considered, a materials selector should keep in mind that it is the potential role of the material in a bilingual program – the use to which it will be put – that ultimately determines how "bilingual" it is. And how "bilingual" a program is thought to be depends on one's definition or conception of bilingual education. The three main elements of bilingual education, then, can be described as follows:

(1) *Teaching of Language* [TOL] Most language programs give attention to the development of student proficiency in the *use* of the language, or languages, involved. That is: Instruction is offered in listening (and understanding), in speaking (and being understood), in reading (with comprehension), and in writing (and communicating). The focus of instruction can be on the initial introduction of a language to students who are new to it, or on the continuing upgrading of language proficiency over time. Thus the target populations for bilingual education can be students for whom the languages involved are primary (i.e., first or native language) or secondary (i.e., second or third languages).* In any case, the emphasis is upon the development of competence in using language, and the curriculum area involved is traditionally labeled "language arts."

Thus a Spanish-English bilingual program might offer instruction in both Spanish and English reading and language arts.

(2) *Teaching in Language* [TIL] Instruction in various school subject areas – such as mathematics, science, and social studies (as well as language arts) – may be carried on in both languages of a bilingual program. That is: The languages which make up the program are used as media for carrying on teaching and learning activities in the subjects involved. In an English-Spanish bilingual program, this should mean that Spanish is one medium of instruction, that instructional materials used will be written in Spanish, and that the teacher and learners will communicate with one another in Spanish.

(3) *Teaching of Culture* [TOC] Since language and culture are intimately related, and since a child's sense of identity is grounded in part in the cultural heritage of his or her family, biculturalism is considered an important element of bilingual education. This means helping Hispanic-American children to develop knowledge of their ethnic culture (e.g., Mexican-American, Cuban-American, Puerto Rican-American, and so on), both in its contemporary form and in proper historical perspective, while, at the same time, helping them to gain a knowledge of the general American culture and society. **Instructional materials intended for use in bilingual bicultural programs may deal with *root* or *ethnic-American* culture (e.g., Spanish, Mexican, Cuban vs. Spanish-American, Mexican-American, or Cuban-American), with *fundamental* or *monumental* aspects of culture (i.e., with basic understanding of a culture as a whole vs. studies of selected artifacts, customs, or famous people), and with *contemporary* as well as *historic* aspects of a culture (as it appears today vs. as it used to be). In addition, various traits of culture may, or may not, be described: *material* (including food, clothing, shelter, and technology), *social* (including family and kinship systems, recreation and celebrations, system of government, economic system, and other forms of social organization), *intellectual* (including religion, science, and commonsense reasons for customs, as in folklore), *aesthetic* (including music, dance, literature, sculpture, painting, and ornamentation), and *language*.

---

* In some cases, children from Spanish-speaking American families may not speak Spanish at home but will want to learn it as a second language at school. In other cases, children who speak Spanish at home will want to learn to read and write it at school as well as to have it used as the language of instruction in other subject areas.

** As indicated earlier, a fully bicultural program would be reciprocal in that the children of the majority "Anglo" or other ethnic-American cultures would also be introduced to Hispanic-American culture.

FROM PREFERENCES TO PROGRAMS

In order for an educator to translate preferences regarding which of the preceding elements should be included in a local bilingual education program, it will be useful to consider them in relation to the overall design of that program. The following description of design analysis focuses on instructional materials, but is equally applicable to programs and program planning. [See Figure 2.]

A Framework of Instructional Design

In describing instructional materials for the bimonthly issues of *EPIE Report*, researchers from EPIE Institute use a system for "instructional design analysis." This system is based on a checklist or outline of the various design elements that make up an instructional program. When a set of materials has been analyzed and described using this outline, its elements can be compared with those in a local course of study – provided the local program has been analyzed in a similar way – to determine "goodness of fit." This instructional design analysis can also be used as a framework for coordinating separate curriculum development efforts, the results of which would be brought together into an integrated design.

The system of instructional design which EPIE employs in its analyses of instructional materials is made up of four main constructs:

- *intents:* the rationale, the goals, and the objectives of the intended instruction;
- *contents:* the scope and sequence of the subject matter to be included, and the learning activities to be presented;
- *methodology:* the teaching-learning transactions or methods which are to be employed; and
- *means of evaluation:* the approaches to assessment and evaluation of learning outcomes which are provided or, at least, suggested.

An outline of an adapted and considerably abbreviated version of EPIE's instrument for instructional design analysis constitutes Figure 2.

Purpose of Design Analysis

The main purpose of instructional design analysis is to look for two kinds of congruencies among the main constructs: congruency *within* individual materials and individual programs, and congruency *between* materials and programs. The analysis of such congruencies tells a great deal about the overall integrity of design within a given instructional product. Once descriptive profiles of characteristics within each design element have been completed for sets of materials or instructional programs or both, the analyst looks for consistency within each element and for congruence among them. Evaluation approaches and what is evaluated should be, for example, consistent with objectives, and methodology should be consistent with the contents' scope and sequence.

Then the instructional design profiles of any given set of materials can be compared with the design profiles of the classroom courses of instruction they are being considered for use in. What is sought is a "match" or "fit" between the two.

The First Construct: Intents

Expressions of the intents – the expected results of any course of action – are the developer's underlying rationale and the learner goals and objectives of instructional materials. Rationale statements may cover the developer's reasons for developing the materials in the first place (e.g., to fill a need for a certain type of bilingual materials, to promote a new approach to the teaching of language, and the like). Goals and objectives, on the other hand, are usually statements of expectations for learner outcomes. Goals are usually thought of as being general categories, each of which includes more specific objectives. Both goals and objectives can be stated in varying degrees of specificity (e.g., developing language competency vs. learning specific vocabulary words).

Both can also focus on process (giving students access to certain language- or culture-related experiences or information) or product (actual learning outcomes or behavior changes) and both can deal with either long- or short-term expectations. In any given set of materials, in any course of instruction in a school, or in the classroom practice of any teacher, goals and objectives can be either explicit or implied: They can be clearly stated or they can be understood with different degrees of clarity. Often it is possible to infer goals and objectives from provisions which are made for other elements or constructs of an instructional design, for example, scope and sequence or methodology. This is true even though statements of goals and objectives do not necessarily spell out or even suggest the means that should be used to attain them.* Finally, objectives can be fixed or variable, in the sense that they can be exactly the same for all learners or they can vary according to individual differences among learners.

* It is also possible to have a goal-less program in the sense that its ends are so varied or so confused that it acts like a rudderless ship. In such cases, the teacher has the tasks of establishing goals of instruction and of attempting to adapt the materials to meet those goals.

FIGURE 2

Guidelines for Instructional Design Analysis

I. Identification and Background

A. TITLE OF PROGRAM
B. AUTHOR(S)
C. PUBLISHER, DISTRIBUTOR(S)
D. COPYRIGHT
E. MEDIUM(A)
F. COMPONENTS:
   Composite list of titles and other materials
G. SUBJECT AREA(S)
H. CURRICULUM ROLE
I. GRADE LEVEL(S)
J. POPULATION CHARACTERISTICS
K. RESEARCH AND DEVELOPMENT EVIDENCE
   1. Result of research and development that gathered information on how suitable for and effective with learners a product proved to be (validation).
   2. Indications that learner-based revisions of material have been carried out or planned, i.e., that the developer will monitor the use of the material(s) and make changes based on learner feedback (learner-based revision: "L-BR").
   3. Materials, locations, and kinds of learners involved.
L. LINGUISTIC CONTENT/LANGUAGE LEVEL (See page xxii)

II. First Instructional Design Construct: Intents

A. DEVELOPER'S RATIONALE
   1. Why did the developer produce this material?
   2. Degree to which specified
B. LEARNER GOALS
   1. Broad, general goals the developer intends the learner to achieve
   2. Categories: e.g., "cognitive," "affective," "process," "skills," etc.
   3. Degree to which specified
C. LEARNER OBJECTIVES
   1. Specific intended outcomes
   2. Categories: e.g., "behavioral," "performance"
   3. Degree to which specified

III. Second Instructional Design Construct: Contents

A. SCOPE
   1. Subject matter the product covers and specific topics and/or skills
   2. How material is covered
      a. in detail or survey
      b. clearly or not clearly
      c. number of times material is covered
      d. all material required to be covered for a satisfactory experience
      e. supplementation required, recommended, supplied

B. SEQUENCE *
   1. Order in which learners must use this material, ie., based on chronology; movement from concrete to abstract, increasing complexity, or difficulty; a breaking down of complex ideas into their component parts; principles of programed instruction; a developmental view of the learning process

   2. Entry and exit points
      a. do all learners begin at the same point in the sequence?
      b. who determines starting point: the student, the material, the teacher?
      c. on what basis: prior knowledge or experience, interests, test scores, other criteria?
      d. do all learners follow the same route?
      e. who determines the route: the learner or the teacher?
      f. on what basis: performance on preceding tasks, interests, other criteria?
      g. are there opportunities for open-ended generalizations, branching, recycling?
      h. are advance organizers used?

IV. Third Instructional Design Construct: Methodology*

A. RECOMMENDATIONS FOR USE
   1. Is the teaching/learning methodology described?
   2. Is the description clear, comprehensive, useful?
   3. Where is it located?

B. TYPE OF LEARNING ENVIRONMENT
C. NATURE OF INTERACTION
D. TEACHER/LEARNER ROLES
E. ORGANIZATION

   1. Space
   2. Time
   3. Grouping
   4. Pacing

F. LEARNING APPROACHES IDENTIFIED
   1. Didactic
   2. Programed instruction
   3. Discovery
   4. Inquiry
   5. Experimental
   6. Others

V. Fourth Instructional Design Construct: Means of Evaluation

A. PURPOSE
1. Placement
2. Internal measures of achievement
3. Mastery

B. MEANS
1. What is evaluated?
2. Approaches used
   a. norm-referenced, criterion-referenced
   b. interviews
   c. observation
   d. who carries out evaluation and when?
3. How are results recorded and used?

VI. Congruence of Four Instructional Design Constructs

A. CONSISTENCIES (OR INTEGRITY) AMONG DESIGN ELEMENTS (Items II-V above)

VII. Additional Considerations

A. PHYSICAL DESCRIPTION
1. Aesthetics
2. Technical quality

B. SOURCE
1. Spanish materials developed abroad without adaptation for use in the United States
2. Materials translated from English into Spanish without adaptation
3. Materials translated and rewritten in Spanish so as to be more suitable for target population
4. Materials written especially for ethnic-American needs
5. Other (specify)

C. TEACHER TRAINING AND PREPARATION
1. Are pre- and/or inservice materials/workshops available?
2. Are they necessary?
3. Nature of out-of-classroom preparation

D. COMMUNITY ACCEPTANCE/FAIRNESS: Are there instances of biases – stated or implied – in terms of sex roles, race and cultural, regional, and national backgrounds?

E. ACCURACY

F. CURRENCY

VIII. Overall Assessment and Recommendations

A. SUMMARY COMMENT (by those who have analyzed the materials and examined the evidence)
1. Suitability for use by Spanish-speaking learners in the United States
2. Additional assessments

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* At this point, some definitions may be helpful.

Principles of programed instruction: Tasks subdivided into very small steps and sequenced in a way that greatly minimizes the chance for error. The learner gets immediate feedback on answers to problems and therefore has learning reinforced or is offered assistance by branching or recycling.

A developmental view of the learning process: Timing for student engagement in various kinds of learning tasks based on estimates of student readiness – neurological, psychomotor, cognitive, or affective.

Open-ended generalizations: Letting the learner try possibilities and alternatives.

Branching: Following an alternative route through the materials because of interests, learning style, flexible objectives, or anticipated trouble or boredom as predicted by entry behavior.

Recycling: Assisting the learner who does not accomplish objectives through the prescribed route by having a portion of the sequence repeated until mastery occurs, or by introducing a new sequence of material.

Advance organizers: "Ideational ladders"-frameworks of key concepts which are related to concepts already known by the learner—sometimes put before, or in strategic spots in, the sequence to prepare the learner.

Didactic: Telling the learner the contents.

Discovery: Helping students to find out a fact known to the teacher.

Inquiry: Setting a task for learners to solve on their own, i.e., to come up with one of many possible answers, possibly all unknown to the teacher.

Experimental: Providing experiences from which students will learn different things.

The Second Construct: Contents

The contents of instructional programs and materials is usually thought of as the range of subject matter or skills to be introduced, or "covered," in the pursuit of goals and objectives.

In bilingual education, "contents" can have at least three meanings. Contents can consist of aspects of one or both of the languages of a bilingual program, including listening, speaking, reading, and writing [TOL]. One or more of several different regional dialects may also be involved. Contents can also be described in terms of the subject matter that is conveyed in one or both of the two languages, subject matter drawn from curriculum areas such as mathematics, science, and social studies which may be included in the bilingual program of studies [TIL]. Finally, contents can cover aspects of the culture, or cultures, of which each language is an integral part [TOC]. Whatever the contents is, it is described, in the analyses that constitute these two volumes, under the subheading "Scope," which is the first item under the heading, "Contents."

Contents for bilingual education programs, then, can be selected on the basis of presenting information in the above-mentioned categories. Or, it can be selected because of relevancy to student experience, or because of relevancy to a wide range of knowledge or school subjects, or because of relevancy to everyday life or the learners' cultural backgrounds. Finally, contents can be judged on the basis of its accuracy and its fairness in treatment of sex roles and of people of various ethnic, socioeconomic, regional, and national backgrounds. Especially important to watch out for are overgeneralizations, demeaning statements, and ethnic stereotyping. Contents can also be culturally inaccurate or misleading because information is given out of context and not explained adequately. These matters are of such import – although they still tend to be overlooked by many materials developers and selectors – that they are taken up under separate subheadings in the "Additional Considerations" section on the final page of each analysis: "Community Acceptance/Fairness," and, when appropriate, "Currency" and "Accuracy."

"Sequence" in instructional design involves the way in which content, and the teaching-learning activities related to it, are ordered. The basis for determining sequence can be found, for example, in chronological, simple-to-complex, concrete-to-abstract, abstract-to-concrete, specific-to-general, or general-to-specific patterns. Some of these bases are themselves grounded in development or learning theory, as the stages or levels of Piaget and Gagné, or in the interrelationships or "structures" of various subject fields. Decisions regarding the sequence of instruction, including points of entry, may be made in advance or as the instructional process unfolds; they may be the same for all students or differentiated; they may be made by teachers or other adults, by students, by the producers of instructional materials, or by some combination thereof. Approaches to language instruction, as one example, reflect virtually the full range of alternative approaches or sequencing.

The Third Construct: Methodology

The methodology within an instructional design involves mainly the kinds of teaching and learning activities or "transactions" that are carried on by teacher and learners in order to pursue their goals and objectives through selected contents. Differences in methodology involve differences in regard to four considerations:

- the kinds of activities necessary and sufficient to achieve desired ends;
- whether teachers, learners, or others initiate the activities and assess their outcomes;
- how people and resources are organized to facilitate the instructional process, including whether the activities should take place in the classroom or elsewhere, how students should be grouped to carry out the activities, what kinds of relationships between peers or between students and the teacher are encouraged; and
- who makes the decisions regarding the management and the organization of learning and instruction.

Major kinds of teaching-learning approaches include didactic instruction; programed instruction; guided pupil discovery, or induction, of predetermined skills and understanding; and open-ended inquiry by students. Often several approaches are combined. In the teaching of language, audiolingual, cognitive code, and "eclectic" approaches are among the options.

The Fourth Construct: Means of Evaluation

Evaluation of student performance can take place at a number of points in the instructional process. Included in the design element or construct are: (1) diagnostic assessments which are made to determine a student's prior level of mastery, or appropriate points of entry into the instructional process, (2) assessments of the kinds and qualities of instructional experiences or activities which learners engage in, and (3) assessments of outcomes in terms of changes in student behavior (acquisition of basic or specific skills, increased understanding, and attitude changes).

Evaluation activities can be carried out by learners as well as by teachers, and by a school system as well as at the classroom level. Evaluation standards can be based on general grade/age level expectations for student performance (norm-referenced) or level of learner performance on particular tasks related to the product's objectives (criterion-referenced). Standards may be supplied with the product (e.g., national, regional, or special-group age/grade norms), inherent in the product (e.g., in behaviorally stated objectives), or developed in the school

system, in the school, or in the classroom. Evaluations can be made of any or all dimensions of student development or achievement – affective, perceptual-motor, cognitive, linguistic, creative – as well as of skills and contents specific to school subjects. Descriptions of provisions for evaluation and record-keeping contained in materials, if any, should include what aspects of the teaching and learning are covered (e.g., learning of language or culture), how (and by whom) the assessments are carried on, and who receives and utilizes the results, and how.

Congruence of Four Instructional Design Constructs

After analysts have probed into a program to report on each of the four design constructs, they then consider how congruent the constructs are. In other words, they look for integrity of instructional design. Or, they look for a "fit." For example, does the scope of the contents fulfill the rationale offered by the developer and the learner goals and objectives explicitly stated by the developer or implicit in the materials? Does whatever provision made for evaluation dependably assess whether the learner has realized the goals and objectives? Is it difficult to judge the congruence of the constructs because there is no means of evaluation or because so little is stated about intents that one is obliged to infer what the intents are? Edna St. Vincent Millay once poetically observed, "Euclid alone has seen beauty bare." It is at this point that an analyst when he or she finds *integrity* or *harmony* of instructional design at the same time finds beauty, perhaps not the kind which might have transported Euclid but the kind that can assure a teacher that here is a product which it is likely that teachers can teach from and learners can learn from.

Considerations Other Than Instructional Design

Preceding and following the instructional design considerations in the analyses in *EPIE Report: Number 73* and *74* are other considerations. Basic descriptive information (title, author, publisher, distributor, copyright, and so on) appears at the outset, for analyses of basic programs, under the heading "Identification and Background." "Additional Considerations," which can have varied subheadings, come toward the end of an analysis, followed by "Overall Assessment and Recommendations." Although this last heading is self-explanatory, what is not self-explanatory is a caveat that should go along with it. It is all too easy for materials selectors, who already have unreasonable demands on their time to look aghast at the lengthy analyses in these two volumes and to seek "quick and easy answers" by simply reading the "Overall Assessment and Recommendations." To do this would be unfair: unfair to the developers of the products and unfair to those who collaborated to produce the analyses. The analyses of those materials which might seem suitable for a certain instructional setting should be *completely* read in order to screen out unsuitable materials – in order to narrow down the options – before examining the materials themselves. The selection process is really a matter of "putting it all together."

PUTTING IT ALL TOGETHER

It now seems to be generally agreed that selection of instructional materials is a teamwork job; not only too big for one person or two people working alone, it also benefits from the stimulation of variety. In addition, all concerned points of view are heard and the advantages and disadvantages of available materials are discussed. More important, a forum is provided in which inherent problems such as poor instructional design or bias can be discussed and, ideally, counteracted by all individuals. Finally, not to be overlooked is the good effect on application, interest, and morale of using an item one had a hand in selecting.

In addition, the instructional design framework described above provides a common base for individuals in different roles to collaborate in an interrelated way through a standardized means which should also be coordinated with such activities as curriculum development and staff training.

In some cases, only central selection is a possibility; an education authority must decide what textbooks or other instructional materials it will supply to all schools in its jurisdiction, attempting, insofar as possible, to meet needs common to the whole group or to select materials adaptable to various situations. In the case of multiple adoptions, a central authority such as a state department of education narrows the field for local choice. In such cases, and in situations where there is no centralized adoption, local selection must take place at least school by school, if not teacher by teacher.

The Selection Committee

Whatever the extent of the population one is making a selection for, certain principles should be borne in mind. For one thing, selection should be a team effort. Not only teachers and administrators should serve on a selection committee, but perhaps learners, parents, and, at least in the program planning, other members of the community. The committee will profit from membership of, or consultation with, specialists of various kinds, and someone with specific training in measurement and evaluation should certainly help with the selection process.

Preferably, committee members should be trained for the selection job. It is

regrettable that such training* is almost unheard of, although there have been a few workshops on the subject, and papers, pamphlets, and guides appear with increasing frequency. Committee leaders will find the selection process smoother and more efficient if they will spend some time with the committee discussing how selection should be accomplished, including in the discussion a practice evaluation session. Such sessions reveal differences among the committee members in their approach to the task, and make it possible to resolve those differences before work begins. They also do much to point up the inaccuracy of a number of accepted conventions about selection, for instance, that reading the teacher's manual will reveal whether a student workbook does its teaching job well.

Specific training – brief but important – may be needed in simple evaluation techniques. In recognition of this need, EPIE Institute has designed a training program built around the EPIE System of Materials Evaluation. In 1973-74, this program was launched in statewide training programs in Pennsylvania and California. Other states soon requested this service, and it is currently being conducted by EPIE for many local school systems throughout the country and in Canada. One aim of this systematic training is to develop in committee members a positive orientation toward evaluation:

- healthy skepticism about claims, which leads to a search for supportive information;
- concern for impartiality;
- sense of the necessity for objective information to support or to mitigate subjective opinions, no matter how forcefully they are stated;
- insight into the differences in information sources which can affect the validity, the reliability, and the comparability of information; and
- realization that both stated and covert goals govern evaluation design, together with an appreciation that different goals may all be worthy goals. Such an attitude should underlie every task the committee undertakes, from the establishment of criteria to the final selection.

Instructional Setting

Selection should be made in light of the instructional setting – defined by the characteristics of the community (especially the parents), the school, the teachers, and the learners – in which the materials will be used. What is sought is the best possible "fit" among teacher, instructional programs, instructional materials, and learners.

Extensive investigations have not been conducted in bilingual education on the effect of instructional setting on educational outcomes or even on interactions between materials and users. Instead of comprehensive statistical evidence, there are two major indications that setting does affect interaction between user and material: high face validity and increasing complaints from teachers about materials which are *ineffective* because they are *inappropriate* for the learners or for the teacher's own style. These factors cannot be neglected, even when one deals with heterogeneous groups of users. Three possibilities occur in such a setting: multiple selections to meet different sorts of needs, a thorough search for materials which can be adapted to various situations, and the acquisition of supplementary materials to fill needs which the basic materials fail to meet.

Factors – some, probably most, certainly not all – which enter into the instructional setting which a single school offers are outlined in Figure 3. Note the frequent use of "other" and "etc." throughout the outline, which is intended to encourage additions or reorderings by school decision-makers. A quick check indicates that some of the questions implied in the outline are easily answered; others, particularly in the "General" section, call for digging or soul-searching, or both.

When selection must cover a number of quite different schools, those who will make decisions must synthesize and compare what is known about the various instructional settings as a basis for identifying the sort of instructional materials which will be most efficient at meeting – or being adapted to – disparate needs. The decision-makers may, as a matter of fact, try to bring the disparate settings into closer conformity by the very selections they make, providing for adaptation in a school's emphases on goals and styles rather than adaptation in the way materials are used.

Of course, when selection can be made for a quite homogeneous group, as is the case with many individual schools, statements about their circumstances and requirements, and even teachers' preferences and apprehensions, can be taken into full account in setting selection criteria.

Developing Selection Criteria

A systematic statement of criteria, cooperatively developed, is a remarkably useful tool. The very development of the statement helps to make the bases for selection explicit to all. Use of the statement as a basis for developing evaluation procedures and tools can ensure thorough evaluation of each item under consideration. Moreover, such a statement permits selectors to defend their

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* Minimal training is required to use the guidelines in *Figure 2*, but the longer *EPIEform A* used by EPIE analysts requires a minimum of three days training, and is available only to individuals, school districts, or state agencies trained in its use. For further information on this training service, telephone or write EPIE Institute [212-675-1163; 463 West Street New York, NY 10014].

FIGURE 3

Factors in the Instructional Setting

I. General

A. THE COMMUNITY OF WHICH THE SCHOOL IS A PART

1. Size and type: urban, rural, suburban
2. Ethnic composition
3. Socioeconomic level(s)
4. Relationships with, attitudes toward, the school

B. THE SCHOOL ITSELF

1. Support: government, parents, church, other
2. Level(s): primary, intermediate, secondary, other
3. Student Body:
   a. characteristics: sex, age, ability, ethnic, socioeconomic makeup
   b. groupings: criteria, size
4. Purpose: general education, preparation for further education, training in specific skills, etc. (intents: rationale, goals, objectives)
5. Curriculum/subject areas: single or multiple strands? integrated from year to year? integrated across subject matter lines? other points? (How does bilingual education fit in?)
6. Schedule:
   a. length of school year
   b. divisions of year and length
   c. time devoted to each segment of learning, i.e., specific class schedules
7. Developmental activities
   a. curriculum development
   b. inservice teacher training
   c. staff development support and released time
8. Assessment and reporting:
   a. of pupil progress
   b. of program and instruction

C. RESOURCES

1. Staff:
   a. teacher-student ratio
   b. teacher training level
   c. special-purpose teachers:
      art, music, physical education
   d. specialized personnel: media, subject areas, counselor
   e. aides and volunteers
   f. administrative and operational support
2. Space: adequacy, attractiveness, flexibility for rearrangement, etc.
3. Materials: library, A-V center, or both; classroom collections; etc.
4. Equipment: projectors, recorders, etc.
5. Community involvement:
   a. cooperating institutions: clinics, churches, civic organization, etc.
   b. extra-school opportunities:
      Boy and Girl Scouts, 4-H, recreation and hobby facilities, etc.
   c. specialists: experts, performers, labor leaders, et al.
6. Budget

D. LEGAL/ADMINISTRATIVE FACTORS

1. contract coverage regulations
2. extra teaching staff time: arrangements concerning materials review, trial use, program planning, etc.
3. public involvement in school decisions

II. Specific to the Program for Which Materials Are Being Selected

A. THE STUDENTS

1. Cultural and language background
2. Abilities and interests
3. Age/grade levels

B. DESIGN OF INSTRUCTIONAL PROGRAM

1. Overall program of instruction
2. Bilingual components of program
3. How 1 and 2 fit together

C. THE TEACHERS

1. Cultural backgrounds and understanding, attitudes
2. Languages spoken/written and levels of competency
3. Training and experience
4. Interest in and commitment to bilingual education
5. Familiarity with these students, this school, this community, this curriculum
6. Prevailing views of bilingual education and teaching/learning, and consequent approaches to teaching

choices when review time arrives. Successive statements supply subsequent selectors with a valuable historical record, particularly useful when change is contemplated.

Basic to the selection process and therefore to statement of criteria are goals: the *overall* goals for the school and the *specific* goals for the material to be selected. And basic to the statement of goals is the point of view, including pedagogical approach, which defines the situation for which selection is being made.

Overall school goals deal with major pedagogical themes: recognition of individual differences, inculcation of personal and social values, attention to equitable treatment of minorities, necessity for comprehensive curricular coverage, desirability of sequential progress through the curriculum, encouragement of independent research, provision for other than the print medium, and such matters. It is becoming more and more necessary that such goals be hammered out, written down, and made explicit to the school's staff and its public. Certainly they are basic to all school planning, not just materials selection; in this day of increased interest and involvement in public affairs by all manner of groups and individuals, it is valuable to be able to publicize just where one stands on certain basic points before anyone feels it necessary to ask. This may be of critical importance in the area of bilingual education.

Other aspects of a local bilingual program's overall instructional design should be developed and clarified also: contents, methodology, and evaluation. The key question in the development of materials selection criteria is: Which aspects of this total program are the materials expected to provide?

The committee will find, when it comes to writing all those appraisal forms, that it will not be too difficult if goals and criteria were worked out carefully. Schools, libraries, and curriculum centers prepare them all the time; here are some hints, based on a review of ones which have already proved themselves.

- First a special caution: Appraisal forms are not tests, and scores, consequently, should not be the end results. If scores were used, two books might receive the same score, one because it was visually attractive though quite inaccurate as to facts, the other because it was accurate but badly printed, ugly, and hard to read. A "profile" of responses to the items on an appraisal form is a much safer guide than a score.
- The selection committee should prepare instructions which its members will follow. Almost any point is open to more than one interpretation, and it is important that the committee come to agreement on each point and take steps to ensure that members bring as close an understanding as possible to their examination of materials and to their integration of information about those materials. Only then can results for many instructional items from several committee members be compared.
- The most useful forms are designed to help users make a good appraisal instead of leaving them floundering about, wondering what they should look for and what should be made of what they find. For instance, instead of merely asking for a checkmark to indicate whether a teacher's manual specifies a methodology, a form might ask questions about specific aspects of methodologies: Are lessons planned in sequence? Are suggested procedures easy to follow? Is there special emphasis on probable problem areas? Are supplementary drills, discussion questions, and outside activities suggested?
- One might stretch appraisers' perspectives by asking them to respond in the context of comparison: Is a multimedia kit better than only printed materials? Is the new series so far superior to the one on hand that it should be substituted for it?
- The committee should provide for some indication of the relative importance of the criteria. With careful thought and discussion, priorities can be assigned, allowing for some flexibility in dealing with priorities so that tradeoffs can be made. It may often happen that a surprising and totally unexpected feature will turn up which justifies ignoring some previously important criterion.
- A reminder is in order here about the value of stating objectives in terms *that are specific enough* to facilitate judgments about whether students are learning what they are expected to learn. Often, stating objectives in terms of specific learner or teacher *behaviors* that should result helps to clarify what materials are actually suitable.

In the quest for a rational system and organization, one sometimes forgets the vital importance of open-ended comment: for successful appraisal *and* for the respondent's morale. For instance, if a teacher is asked to rate from "superior" to "poor" a film's capacity to stimulate classroom discussion or student writing, what will the rating be if the film presents its case so outlandishly badly that discussion will be full, lively, and productive? A little "Why?" or "How?" under the rating scale would help show just how the film would fit into the instructional scheme.

Applying the Criteria

All possible information about materials being considered must be brought to bear before decisions are made; examination of the material, particularly systematic examination with the help of a checklist or questionnaire or some such protocol, gives a broad picture but not necessarily a complete one. If it is at all

possible to do this, the materials should be tried with typical teachers and learners – particularly if their instructional setting is similar – or, at least, information should be gathered from users of the materials in other schools.

The care with which materials are selected to fit intended users, then, is one of the important factors in leading to the effectiveness of materials, and what follows deals mainly with the mechanics of selection, that is, with fitting the materials to users. First, it is important to discuss the other two factors which govern effectiveness: the instructional design of the materials themselves, and the characteristics of the settings the materials will be used in.

Thus, the major work of the committee now begins. Committee members must make arrangements to obtain information not only about what is available but also about what descriptive and analytical information on available materials they can get from outside sources. They must plan for obtaining actual materials for appraisal when they have narrowed the field of "possibles." They must look ahead to the time of trying the most likely materials with teachers and students.

The obvious source of basic descriptive information about instructional materials is the producer, and good relationships with representatives of publishers, other producers, and distributors will mean that many important educational materials will come to the school's attention. But not all! Collecting all those separate bits of information is a chore.

A comprehensive descriptive listing of all available materials for a given purpose is easier to use and may prevent a school's missing good items produced by small companies with small sales forces and small promotion budgets. Several sources of descriptive information exist, primarily for traditional curriculum areas, although a few exist now for bilingual education.

- There are directories or collections of catalogs. Some of them, it should be noted, are supported by publishers and are less than complete and unbiased.
- Reviews and listings appear in general periodicals, in professional journals, in yearbooks, and in special bibliographies, although some "reviews" are actually taken from publishers' brochures or information releases.
- "Guides to the guides" supply listings, sometimes with descriptions, of catalogs, bibliographies, and periodicals which are useful in the selection of library books and nonprint media materials.
- EPIE supplies descriptive (along with analytical) information to schools in the form of an *EPIE Report* such as this, a format much easier to use than separate pieces from each producer.
- An increasingly common source of information, particularly for supplementary materials, is a central collection of materials – located in an instructional materials center, an educational media selection center, or a similarly named facility – where one may examine materials and discuss them with a curriculum specialist.

The first evaluation step for the committee is examination and review of materials. The purpose of examination and review should be not to make final selections but to select materials for further evaluation of an empirical nature. In the past, it has been assumed that materials examined and judged acceptable as to content and approach will also be effective learning tools. They may be; yet research indicates that examination of materials is an unreliable way to judge their learning effectiveness. For instance, in one study a principal and a group of teachers were asked to rate for learning effectiveness alternate versions of materials for which empirical evidence of effectiveness had been collected but not disclosed. The educators' ratings had a correlation of – .75 (yes, that's a minus!) with the empirical measures. A replication of the study by another researcher produced similar results. But practicing educators have not taken much notice of findings of that kind; they are often impervious to research results, particularly those which speak to an area in which they have not yet recognized that they have a problem.

Therefore, to meet the demands which the greatly expanded supply of materials puts upon school decision-makers, examination and review procedures should be refined and systematized. To ensure that examination is thorough, and that observations are reported in comparable terms, the selection committee may want to devise evaluation checklists or questionnaires, or, if professional evaluators are available to help, carefully constructed and weighted rating scales. Good forms greatly facilitate the selection process; they make it possible to summarize and compare committee opinions, and they provide useful records for reference. The selection committee will do well to translate its statements of criteria into a set of appraisal forms, a series of hurdles which materials must negotiate to stay in the running for final selection.

Descriptive criteria can be expressed in concrete terms and therefore used to make the first quick cut through the list of available materials so as to reduce it to a manageable size. A good way to ensure thorough investigation on these points is a yes-no checklist, one which can almost always be completed on the basis of descriptive literature from the producer, of data from EPIE, and of summary catalogs and collections. The checklist might well be in order of agreed-upon priorities, with the most important considerations first; if a reading-readiness phonics program uses Castilian exclusively, for example, a teacher of non-English-speaking Puerto Rican-Americans might feel there is no reason to investigate further that program. Certain descriptive criteria may be absolute

in a way that more subtle ones cannot be.

Materials which survive the descriptive criteria cut might be checked against another checklist, or a questionnaire, based on criteria having to do with instructional setting. Instructional setting questions can usually be answered by reference to such product analyses as those that appear in this *EPIE Report*, or by a careful reading of the teacher's guide. The match between the school the authors envisioned and the actual selecting school will never be perfect; profiles of instructional setting characteristics will help to show what may be possible in the way of supplementation or adaptation.

Information about materials' effectiveness for the job they were designed for is, unfortunately, rarely available. When it is present, it can be used early in the selection process, again by means of a questionnaire or a checklist. Such facts as how many and what types of students the materials were used with, and how outcomes were measured and with what results, can be recorded as descriptive facts are recorded. The information can be very revealing if used with care; here the evaluation expert will be very helpful to the committee. Outstanding evidence that materials really do their job can outweigh some factors which may have given members of the selection committee pause. It is important that the evidence be pertinent to the goals and the conditions of use guiding the committee's choice. Very rarely will the conditions under which a producer tested its materials, or a school used them, match exactly those in the school making the selection. The differences in students, in teachers, and in conditions of use must be noted and assessed; they may modify one's reliance on the resulting information. The more reports there are, of course, the more chance there is for a match, and similar reports from disparate sources might justifiably be extrapolated to one's own situation.

When it comes to applying the subtle criteria of intents, contents, methodology, means of evaluation and the congruence of these constructs – in short, the instructional design of a material – a simple checklist or questionnaire is not likely to suffice. The committee members will want to devise a more probing form, perhaps a rating scale or a questionnaire which allows for qualified answers rather than just "yes" or "no," which permits recording of observations. It is invariably necessary to study the materials themselves in detail to find out how they measure up to these subtle criteria, even if there is a detailed analysis of a potential material available from an impartial source. Sometimes, the testing of the materials against these criteria is done individually by committee members, sometimes by the whole group in consultation with producers' representatives. Whichever way, the evaluations always should lead to discussion. It is inevitable that materials which are still under consideration at this stage will require some joint committee attention to ensure thorough agreement about how they seem to fit into the school's program and about what further steps should be taken before a final decision is made.

In the rather likely absence of detailed analysis reports, the committee may want to incorporate into its procedures all or some parts of *EPIEform A*, if committee members have been trained to use it.

Implementation and Follow-up

When all the evidence is in, the committee will be ready to make a selection. They may be fortunate enough to have clear-cut evidence of what to do, but it is more likely that weighing and shifting will be needed. Often the committee will be required to account for their selection to the public or to school authorities, or to both. Organizing information for decision-making will also organize it for such eventualities. The effect which the public or authorities can have on final selection varies from situation to situation. Usually, carefully laid groundwork and thorough procedures make acceptance automatic.

This brings us to what can be termed the "Decision Arena." There is no simple formula for making the key decisions regarding the selection or production and use of instructional materials. The final and most specific decisions are probably best made by teachers. But a lot of narrowing down of the field of choice should be made at a broader administrative level, within a school district, at a regional center, or for an entire state since: (a) there are so very many alternatives to choose from that no one teacher, or even school district, can canvass them all; and (b) others in a school system and community need to be involved, especially if materials are considered in the context of overall curriculum planning and training of personnel.

Figure 4 diagrammatically presents the main influences on the decisions which must be made. Running horizontally through the whole diagram is the unifying framework of instructional design constructs. Vertical columns represent the main areas of information-gathering, -analysis, and -clarification in the materials-selection process. The school program of the innermost rectangle is enclosed, in turn, by an outer rectangle representing all other community educational influences, including those of other agencies and children's families. On the periphery are included influences from even wider communities: the state, the nation, and, finally, the total world society with its various cultures and subcultures.

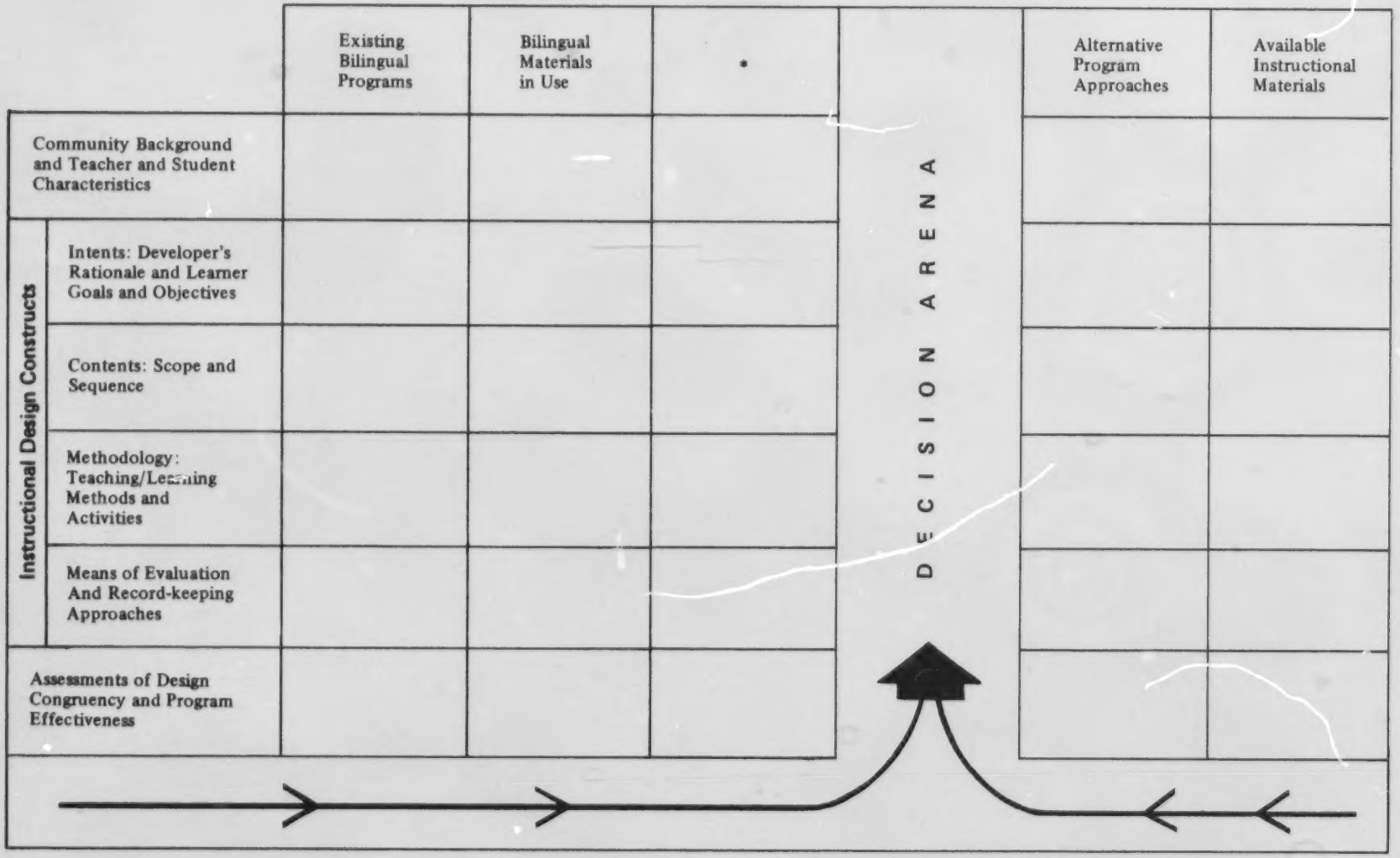
In the central Decision Arena there are basically six alternatives:

(1) continue to use existing materials in existing programs;
(2) select and purchase instructional materials best suited to:

- pupil population characteristics
- teacher characteristics
- overall approach to instruction in bilingual education;

FIGURE 4

Applications of Instructional Design Analysis


Existing Bilingual Programs
Bilingual Materials in Use
*
DECISION ARENA
Alternative Program Approaches
Available Instructional Materials
Community Background and Teacher and Student Characteristics
Instructional Design Constructs
Intents: Developer's Rationale and Learner Goals and Objectives
Contents: Scope and Sequence
Methodology: Teaching/Learning Methods and Activities
Means of Evaluation And Record-keeping Approaches
Assessments of Design Congruency and Program Effectiveness

* For a number of years now, "Instructional Design Analysis" has been used by EPIE to help facilitate the selection of instructional materials by aiding educators in matching available materials to potential users and programs. It is suggested that in this column design analysis, with its common framework for dealing with the basic elements of instruction, can also be applied to other educational tasks and decision-making, such as program development; materials production; materials selection; staff/adult training and development; implementation with learners, (i.e., teaching); obtaining user feedback; and program evaluation.

(3) develop materials locally, regionally, or at state level;

(4) carry out inservice training of personnel (teachers, aides, supervisors, parents) in use of materials and implementation of bilingual education programs;

(5) carry out broader curriculum development and support activities for programs in bilingual education and related areas; and

(6) some combination of 1-5.

FINAL NOTES

EPIE Report: Number 73 (Selector's Guide for Bilingual Educational Materials, Volume 1, Spanish Language Arts) and *EPIE Report: Number 74 (Selector's Guide for Bilingual Education Materials, Volume 2, Spanish "Branch" Programs)* contain three sections of instructional materials analyses: synthesized analyses of basic instructional programs; synthesized analyses of supplementary instructional materials; and synthesized analyses of professional materials.

Materials analyzed in *EPIE Report: Number 73* deal with those elements of semantics, phonology, and syntax applied to the teaching of communication skills, and, in addition, the teaching of reading. The contents of *EPIE Report: Number 74* involve all other subject areas for which materials in Spanish are available. Coverage of both language arts and "branch" or other subject areas in two of the basic series and five of the supplementary programs necessitated that they be included in both Reports. Similarly, analyses of professional materials which could be of interest to teachers of both language arts and other subject areas appear in both Reports as well. Kindergarten materials and early childhood programs are contained in "Report 74" only. Except where indicated, all materials are in Spanish.

During analysis training it became evident – due to the wide variety of materials being considered, to the respective countries/regions of origin, and to equally divergent linguistic capabilities and backgrounds of Spanish-speaking learners in the United States – that those teachers and administrative personnel involved in selecting instructional materials in Spanish would find it helpful to have some assessment of the linguistic content and language level. The National Bilingual Materials Analysis Task Force therefore devised, adopted, and applied the following criteria for the assessment of these very important elements to each instructional material analyzed.

Linguistic Content:

a. Uses language understood by most Spanish-speakers worldwide.
b. Uses language characteristic of a region or country.
c. Uses language unacceptable in overall quality in linguistic content (grammar, syntax, morphology, etc.)
d. Uses culturally charged language.*

Comments for clarification purposes are supplied if necessary.

Language Level:

a. Beginner/Simple: materials designed for students with no or limited experience in the Spanish language.
b. Intermediate: materials designed for students with some experience in the Spanish language.
c. Advanced: Materials designed for students fluent in the Spanish language.

Rationale for this major undertaking in the area of bilingual education materials was developed, in part, through insight gained from *A Better Chance to Learn: Bilingual Bicultural Education,* United States Commission on Civil Rights [Clearinghouse Publication No. 51, May, 1975].

Heading a very long list of people EPIE is most grateful to are the Project Officer, Susan Stairs, of the Multicultural/Bilingual Division, National Institute of Education; Dr. J. Michael O'Malley, Acting Chief, Multicultural/Bilingual Division, National Institute of Education; and Edythe J. Gaines, former member of EPIE's Board of Trustees. Dr. Gaines, now Superintendent of Schools in Hartford, Connecticut, first suggested that EPIE undertake this project when she was with the Board of Education of the City of New York. Appreciation is also extended to those individuals who served on the National Panel on Bilingual Materials: Domingo Dominguez, Felicia Gil, Gary Keller, Nila Marrone, Ernesto Pérez, Eva Somoza, María Medina Swanson, Carmen L. Velkas, Jacob Wong, and John Young; and to members of the National Bilingual Materials

* Instructional materials can be written using words and phrases that carry certain connotations that go beyond their standardized meanings. This does not mean that any language understood by a particular ethnic group is culturally charged. Culturally charged language refers to words and phrases used by ethnic groups that have no equivalent in the language used by other ethnic groups, nor are they translatable. These words and phrases have a strong cultural impact on the particular group to which they belong. Examples of these words and phrases are the following: "hijole"; "Ay bendito"; "chévere"; the sentence: "Ay bendito, me perdí la trulla en casa de padrino"; and, other colloquial words and phrases that are part of the everyday language of a particular group.

Analysis Task force. These analysts join several scores of materials analysts trained by EPIE Institute to date whose names are listed in *EPIE Report: Number 74.*

Special recognition is also extended to Carmen L. Velkas, Project Director, and the entire Staff of the Regional Cross-Cultural Training and Resource Center, Title VII, of the City of New York which provided a great deal of assistance and advice throughout the project and submitted numerous volumes of instructional materials for analysis.

Synthesized Analyses of Basic Instructional Programs

Spanish Language Arts

ALBUM DE FIGURAS ACME

Identification and Background

TITLE: Album de Figuras Acme

AUTHORS: Cristina E. Fritzsche, et al.

PUBLISHER: Acme Agency, S.A.; Suipacha 245; Buenos Aires (distributed by Rizzoli International Publications; 712 Fifth Avenue; New York, NY 10019)

COPYRIGHT: 1973

MEDIUM: print (consumable workbook)

COMPONENTS:
Album de figuras Acme: para el niño que empieza a leer (reader/workbook)
Suplemento para el maestro (teacher's guide)

SUBJECT AREA: language arts (initial reading and writing)

CURRICULUM ROLE: basic

GRADE LEVEL: 1

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: 1, advanced.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: *Album de figuras Acme* "... develops a series of games/exercises that, together with the advances in linguistics and psychology, permits the learners to discover the methodology and pacing most appropriate to their needs in the learning process."

LEARNER GOALS: Not stated.

LEARNER OBJECTIVES: "(a) Decoding the children's language through the words that the children use in everyday speech. (b) To make conscious unconscious learning acquired in the process of everyday speech through reading and writing. (c) Knowledge of reality, with mastery of prelogic thought and the approach toward logical-concrete thinking."

Second Instructional Design Construct: Contents

SCOPE: Reading is to be taught by identifying examples of interrelated elements of phonology, syntax, and semantics as they are manifest in the child's language.

SEQUENCE: The "linguistic matrices" which have been isolated (i.e., relationships that exist among phonology, syntax, and semantics) are presented in increasing complexity.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: The authors claim that this material can be used in conjunction with any curricular structure. A theoretical framework describing the syntactical, phonological, and semantic elements of a child's language is described at length. Relatively few procedural instructions are given.

Workpages contain pictures with corresponding written descriptions below (a single word, phrase, or sentence). Cut-outs, with identical written descriptions corresponding to each workpage, are supplied in the back of the workbook. Learners individually are to cut out the words, locate the corresponding pictures, and glue the description below the appropriate picture. Learners are then asked to read the words or sentences.

There are 12 different types of workpages, or "linguistic matrices" as they are called, which involve different types of phonological, syntactical, and semantic relationships: meanings of words derived from the same roots; syntactical and semantic relationships of phrases that have common elements of meaning, but are modified (e.g., *La cuchara grande* and *La cuchara azul*); relationships of similar phonemes and graphemes that have distinct meanings when mixed with other phonemes and graphemes (e.g., *chino* and *chivo*); relationships of similar phonemes which appear in variant positions (e.g., *vela, oveja,* and *llave*); relationships of words that sound alike but have different meanings (not necessarily minimal pairs, e.g., *rana* and *remo*); relationships among graphemic representations which may look alike but have different meanings (e.g., *dado* and *bebé*); relationships of phrases with opposite meanings (e.g., *El auto grande* and *El auto pequeño*); relationships of apparently similar syntactical structures (e.g., *La señora cocina* and *Las señoras cocinan*); relationships of phrases which have similar meanings but vary in subject and predicate (tense and number, e.g., *La mamá lavó la ropa* and *Las mamás lavaron la ropa*); syntactical and semantic relationships with variations in quantity and tense, involving the same action (e.g., *La señora escribió una carta* and *Las alumnas escribieron en el pizarrón*); and relationships involving negation (e.g., *El lápiz tiene punta* and *El lápiz no tiene punta*). The remaining six workpages involve selection of the cut-out which contains the correct missing word.

If learners experience difficulty in matching the cut-outs to the appropriate picture, they are to move on to the next page and return to the incomplete pages later. If the problem persists, the teacher is to "... try to discover which area of language (syntax, phonology, or semantics) the difficulty is in and to resolve the problem with new exercises." Exactly how this is to be done is unexplained.

MEANS OF EVALUATION: There are no evaluation materials or suggestions supplied.

Congruence of Four Instructional Design Constructs

SUMMARY: Inexplicably, sounds are not taught in this program. One possible assumption is that learners are to be familiar with sound-symbol correspondences before entering the program. It does not seem at all likely that learners could match the cut-outs with the illustrations without being able to "sound-out" (or otherwise read) the printed words and phrases. Furthermore, there are no evaluation procedures outlined.

Additional Considerations

PHYSICAL DESCRIPTION: The system of coding the cut-outs and workpages is clear. Workpages are colorfully and clearly illustrated. Both the manual and workbook are softbound.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: In many illustrations, women are depicted engaged in domiciliary activities, e.g., sweeping, cooking, and washing clothes. There are no blacks depicted.

Overall Assessment and Recommendations

SUMMARY: Successful identification of examples of select interrelated phonological, syntactical, and semantic elements does not seem to be logically allied to the teaching of reading.

Whether one is convinced of the theoretical basis of the program or not, analysts caution purchasers that the relationship between this theory and the actual teaching of reading, if one does exist, is never clearly established.

Identification and Background

TITLE: Amanecer

AUTHORS: Sullivan Associates
Cynthia Dee Buchanan, et al.

PUBLISHER: Behavioral Research Laboratories; Ladera Professional Center; Box 577; Palo Alto, CA 94302 (The publisher is also the distributor.)

COPYRIGHT: 1975

MEDIA: print (consumable workbooks), visuals, filmstrips, audiocassettes

COMPONENTS:

Empezando a leer: primer nivel
- Big Book Kit:
  El abecedario con el profesor Cosme
  Letras y sonidos con el profesor Cosme (with guides)
  audiocassettes (one for each Big Book)
  alphabet cards
  animal picture cards
  metal easel
- Teacher's Kit:
  El abecedario con el profesor Cosme
  Letras y sonidos con el profesor Cosme (student workbooks and guides)
  display-size letter and word cards
- Decoding Kit
- Duplicating Master Book*

Aprendiendo a leer: segundo nivel
- six programed workbooks
- teacher's guide

Amanecer: exámenes finales (evaluation materials for levels one and two)

*not available for analysis

SUBJECT AREAS: language arts, reading

CURRICULUM ROLE: basic

GRADE LEVELS: k-2

POPULATION CHARACTERISTICS: Spanish-speaking students in the United States in bilingual bicultural programs.

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RESEARCH AND DEVELOPMENT EVIDENCE: A "Learner Verification Report" accompanies this product. The purpose of this report, say the developers, is twofold: "(1) to document the recent Learner Verification activities undertaken by Behavioral Research Laboratories with respect to *AMANECER:* and (2) to provide an analysis of the results of these activities for evaluation by prospective users and for study by Sullivan Associates editorial staff for revision purposes. The study was directed toward determining, through teachers' evaluations, how well *AMANECER* lives up to claims Behavioral Research Laboratories has made about it."

This fairly detailed report is in essence a validation study, designed to justify the producer's claims; actual revision of the materials is not mentioned, and information is based on teacher evaluation, not direct learner feedback. The producer does go on to say, "This report should not be considered a final Learner Verification effort with respect to *AMANECER*, but rather a part of a continuing process of evaluation that will be applied to the instructional materials over the entire life of the program."

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: k-2, advanced.

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First Instructional Design Construct: Intents	Second Instructional Design Construct: Contents
DEVELOPER'S RATIONALE: The purpose of this program is "...to bring students from pre-reading to literacy." **LEARNER GOALS:** The goal of level one, *Empezando a leer,* is to provide the learner with concepts and decoding skills basic to successful reading. Level two, *Aprendiendo a leer,* proposes to guide the student "...from decoding simple, one- and two-syllable words to reading four-syllable words in paragraphs of up to forty words in length." **LEARNER OBJECTIVES:** Objectives for level one, *Empezando a leer,* are presented in the guides for both books one and two. Book one: "After the student has worked through Book 1, he [sic] should be able to do the following things: • tell his [sic] left from his [sic] right • identify the left and right sides of the Big Book Page • name and identify the following colors: blue, white, red, yellow, black, gray, green, brown, violet, pink, orange • give the name of any letter of the alphabet – capital or small – when the teacher points to it on the chart • explain that letters are used for writing words • explain that capital letters are used to begin the names of people, animals, cities, etc. • Identify most of the animals introduced in the Big Book." "By the end of Book 2, the student will be able to do the following things: • demonstrate he [sic] understands that to spell a word means to say the names of its letters, proceeding from left to right • demonstrate that he [sic] understands that letters 'have' sounds and that a person reads by uttering the sound of each letter in a word, from left to right. • identify the letter when hearing its sound in isolation (allowing for the identification of more than one letter in the cases of the sounds /x/, /s/, and /b/) • identify a sound when hearing it at the beginning of a word • recognize the similarities between two words" For level two, *Aprendiendo a leer,* in a single teacher's guide for all five books, there is listed a general set of objectives for each workbook prior to the specific directions for use. Samples follow. workbook one: "In workbook one, the student will learn 55 new words with the following sound-symbol relationships: a, e, i, o, u, l, s, m, n, t." workbook three: "In workbook three, the student will reinforce vocabulary learned in the previous workbooks and will learn 169 new words including the following sound-symbol relationships: v= /b/, r = /ɾ/, rr = /r̄/, h = /ϕ/, j = /x/, z = /s/, f = /f/, b = /b/, ñ = /n̄/, k = /k/."	**SCOPE:** A summary of the contents of level one includes the review of fundamental prereading concepts such as colors and positional relationships, letters of the alphabet, sound-symbol relationships, and simple spelling. These are only the major skills and concepts treated in the Big Books which are reinforced in the workbooks. Although the primary emphasis of level two is on decoding skills, consideration is also given to the beginning development of reading comprehension skills such as the interpretation of illustrations, comparisons based on written and pictorial materials, cause-and-effect relationships, identification of character traits, and recollection of the details of a story. The topics are treated in detail and reinforcement is provided continually to assure mastery of skills and concepts. The depth and breadth of the content are very congruent with the intents of this program. **SEQUENCE:** Because the approach is strictly phonetic, the material is governed by the ordering of phonetic elements, which increases in complexity. Later, when students are learning to read, the material is determined by the morphological complexity of word forms. Children are not to proceed until they have demonstrated mastery of previously learned skills and concepts. Nevertheless, no provisions are discernible for branching, recycling, or supplementation. Advance organizers and reinforcement activities are used extensively. Grouping is encouraged by the developers and all students who comprise a group enter and exit at the same points. Group instruction initiates activities followed by individual student work on programed segments.

Third and Fourth Instructional Design Constructs

METHODOLOGY: The first-level materials supply teachers with orientation as well as clear and useful instructions for the implementation of all aspects of this program in the classroom. The guides for level one are bilingual; those for level two are only in Spanish.

There are some options in the presentation of the material; however, for the most part, the material is structured and based on increasing complexity of phonetic and morphological forms.

Instruction is not entirely programed. Level-one workbooks are programed in nature, but cannot be completed by the learner without very close teacher supervision and direction. No indication of how incorrect responses will be handled, short of replacing the incorrect answer with the correct one found in the left margin, is given. (The answers are to be covered by a cardboard strip, while the student is working.) The close teacher guidance throughout the programed segments of the first level is explained by the developers as training in programing techniques necessary for level two, *Aprendiendo a leer.*

Segments of the learning process for level one which are not programed cannot be easily labeled, but do share the characteristic of following a deductive approach.

The single guide for the six level-two workbooks is not nearly as descriptive as the guides for level one. The presentation of material is more didactic and requires the teacher to develop the stated concepts with very little direction. On both levels, however, directions for motivation and reinforcement activities are carefully woven into the daily sequence of activities. The role of the learner on the second level is contrastingly passive. As with the first level, individual learner differences, originating in either interest or rate of achievement, are not given consideration beyond dividing the class into groups and an occasional activity involving the teacher and one learner.

MEANS OF EVALUATION: The evaluation component of this program consists of a booklet of mastery tests that the user is to reproduce. Each test has specified objectives, and learners who do not achieve a minimal score are to review the material before proceeding. Record-keeping charts are also included.

Congruence of Four Instructional Design Constructs

SUMMARY: A high degree of congruence is observable among the design constructs.

Additional Considerations	Overall Assessment and Recommendations
PHYSICAL DESCRIPTION: The Big Books measure 17 3/4" x 23" and are designed to be used in group instruction. The Big Books are the only materials which are in color. All books are softbound. The animal and letter cards are rather small and may not withstand manipulation by children. When the "fish" speaks on tape number two, it is difficult to understand what is being said. **SOURCE** Materials written especially for ethnic-American needs. **COMMUNITY ACCEPTANCE/FAIRNESS:** There are no noticeable biases in these materials, except that pronoun referents are invariably masculine. The developers state that the materials have been "...carefully created to avoid association with one particular Spanish culture or dialect in order that they might be easily integrated into any bilingual/bicultural program." On the other hand, there is a lack of cultural content aimed at strengthening the learner's self-image. Another analyst's observation points to a need for reading selections which have more literary value. Names of animals are used to introduce the sounds; however, names such as *gibón, koala, narval, yac, ocelote,* and *quetzal* may not be familiar to the children. Consequently, during initial stages at least, the learners may experience difficulty in identifying the sound with the animal.	**SUMMARY:** *Empezando a leer,* level one, is recommended for use in bilingual bicultural programs in the United States. *Aprendiendo a leer,* the second level, is recommended by one analyst only. The major criticism of *Amanecer* is the lack of accommodations for individual learner needs. Though instruction is programed, learners in each group are expected to work at the same rate, and there are no alternatives available in the learning route. A learner who does not master a concept is expected to review the same material again. Inadequate oral language practice has been cited as a weakness in the prereading area. Supplementation by the user in the area of cultural content will be necessary. Other criticism is limited to the physical characteristics: the lack of color in the workbooks, the size and durability of the letter and animal cards, and the quality of the tapes which are at times difficult to understand.

Identification and Background

TITLE: Bilingual Oral Language and Reading

AUTHORS: Southwest Educational Development Laboratory
Ernest M. Bernal, Director, Bilingual Early Elementary Program

PUBLISHER: National Educational Laboratory Publishers, Inc.; 813 Airport Boulevard; Austin, TX 78702 (The publisher is also the distributor.)

COPYRIGHT: 1973

MEDIA: print (consumable workbooks and preprinted spirit masters), visuals

COMPONENTS:

NOTE: The *Bilingual Oral Language and Reading* Program is designed to be used in mixed classes of Spanish-dominant and English-dominant learners. Students are to learn to read in their native language and, concurrently, to develop oral language skills in the second language. Later, second-language reading is to be introduced. Second-language and English-language teaching, however, are beyond the scope of this *EPIE Report* and, accordingly, only Spanish-language reading components are represented in this analysis, except where indicated.

Spanish reading components:
Lectura a base de experiencias (language experience manual)
Composición oral y escrita (oral and written composition manual)
Lectura y escritura 1-4 (reading and writing manuals)
Lectura y escritura, cuaderno 1-4 (reading and writing workbooks)
Lectura y escritura 1-2 (writing pad spirit masters)
ten readers
El mago maravillas (supplementary reader)
Bilingual Program Handbook and *Theories of Language Learning and Reading* (staff development books)

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SUBJECT AREA: language arts [see *NOTE* under COMPONENTS.]

CURRICULUM ROLE: basic

GRADE LEVELS: 1-2

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: "The *Bilingual Oral Language and Reading* Program (BOLaR) has been conceptualized, designed, tested, evaluated, and refined through several years of design test, pilot test, and field test stages at various sites in Texas, California, Pennsylvania, and Idaho."

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: (Spanish reading components) 1-2, intermediate.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: (applicable to the entire program) "Bilingual-bicultural education brings integration of American cultural pluralism realistically into the classroom." The developers point out that "... children learn to read with a higher degree of success when they are introduced to reading through their mother tongue (UNESCO, 1953)." This program is designed to develop reading and oral language skills systematically in the child's native and second languages.

LEARNER GOALS: (applicable to the entire program)

"(a) to develop each child's potential for conceptualizing and expressing his [sic] ideas in Spanish and English;
(b) to enrich the oral language of the children in both languages;
(c) to introduce reading to the children through their dominant language;
(d) to develop in the child an appreciation of his [sic] own culture and that of his [sic] peers;
(e) to develop an awareness of the contributions of the child's cultural heritage to the country;
(f) to facilitate the development of the child's awareness of his [sic] environment by introducing the interests and values of the people in his [sic] community;
(g) to relate his [sic] awareness to other peoples of different cultural and geographic environments."

LEARNER OBJECTIVES: (applicable to the Spanish reading components only) Objectives are stated differently for each of the major components. The components and examples follow.

Lectura a base de experiencias: Verbal sharing: "The pupil will contribute statements that have either a direct or indirect bearing on the subject at hand." Transcribing: "The child will visually track hand movements from left to right made by the teacher and reread the sentences and experience stories." Follow-up activities: "The child will read the story in unison with the teacher." There is a total of 22 objectives for this component.

Composición oral y escrita: Each lesson has a stated objective, e.g., "To motivate the children, through conversation, to express their desires and future plans and communicate them orally."

Lectura y escritura 1-4: General objectives for all four books are: "To develop each child's potential for conceptualizing and expressing his [sic] own ideas. To enrich the oral language of the children. To develop the child's reading ability through his [sic] own language. To develop in the child an appreciation of his [sic] own culture through reading and expressive writing. To develop an awareness of the contributions of the child's cultural heritage to the country. To continually increase the child's awareness of his [sic] environment by introducing the interests and values of the people in his [sic] community. To relate his [sic] awareness to other people of different cultural and geographic environments." Depending on the individual level, objectives are either not stated, stated for each lesson, or stated for "parts" of the book.

Second Instructional Design Construct: Contents

SCOPE: The Spanish reading components take into consideration oral and written expression, reading for cultural enrichment (five readers based on children's experiences and the people closest to them and five stressing the contributions of various cultural groups in the United States), language experience reading, and systematically presented reading skills. These skills include motor coordination, left-to-right progression, visual-auditory perception, visual-auditory association, sound-symbol correspondences (vowels, consonant clusters, and diphthongs), comprehension, syllabication, and word attack skills (structural analysis, phonological analysis, and contextual analysis).

SEQUENCE: Dependent on pupil performance and progress records kept during oral language and language experience activities, the teacher is to determine the constitution of each group and the children's readiness to enter reading instruction. The material becomes increasingly more complex.

Third and Fourth Instructional Design Constructs

METHODOLOGY: Grouping is basic to the many components that constitute this oral language and reading program. A discussion of grouping methods gives teachers a wealth of possibilities for grouping as well as some general tips for addressing the initial task. Regardless of how grouping is handled, essentially three instructional environments result: large group, small group, and individual learner activities. Depending on the homogeneity in language dominance among learners, the number of groups can be either three or six: Spanish reading for Spanish-speakers; English oral language for Spanish-speakers; English reading for Spanish-speakers; English reading for English-speakers; Spanish oral language for English-speakers; Spanish reading for English-speakers. Since the needs of the learners and the types of schools in which the materials may be used are so variant, flexibility in scheduling is suggested and, hence, specific schedules have not been developed.

It should not be inferred that the methodologies for oral language and reading in English and Spanish are the same. Rather, they differ and are based on the developers' notions of the idiosyncrasies of each language and the contributions of applied linguistics. It can be stated that, in general, children concurrently learn reading in their native language and oral language in their second language. Later, reading in the second language follows. The implication is that all children can have learning tailored to the needs created by their linguistic backgrounds. However, for purposes of this analysis, only Spanish reading components are treated.

All reading, native as well as second language, is introduced by means of a language experience approach in conjunction with oral language and visual discrimination exercises. Via this approach, the children see that their oral communications can be written and read, and, in addition to motivational advantages this approach has, learners arrive at basic notions of what reading involves. A manual has been developed to guide teachers through this segment of the program. *Composición oral y escrita* is a manual of some 18 lessons, including some on necessary oral language skills.

The major part of the Spanish reading program is contained in a series of four manuals entitled *Lectura y escritura.* With these books (two for first grade, two for second grade), learners develop motor coordination and visual-auditory discrimination skills, and are introduced to vowels, consonants, consonant clusters, diphthongs, writing skills, and comprehension exercises. In conjunction with these books, there are ten readers and one supplementary reader, *El mago maravillas,* to be read independently at prescribed times. The books contain general objectives which apply to the entire set as well as those which apply to specific parts of individual books. Instructions for the teacher on levels one and two are primarily suggestive in nature, describing procedures for several lessons in one page or less. The level-three manual has more thoroughly detailed lesson descriptions for part one; however, parts two and three closely resemble what has been described in relation to the first two books. Level four, on the other hand, is divided into units consisting of a reading selection and related exercises. These exercises are more thoroughly described and involve comprehension, interpretation, grammatical concepts, word attack, writing, some oral language, dramatization, association and classification, and creative expression. Like levels one through three, level four also has several review and enrichment lessons interspersed throughout the book.

In the *Bilingual Program Handbook,* one of two staff development components which provide teachers and administrators with a description of the program as well as insight into various reading and language teaching methodologies, the developers state, "Because of the close correlation between Spanish letters and sounds, especially when compared with English, a phonic, sound-to-symbol approach is used initially and systematically through the Spanish reading program... The teacher manual classifies word attack skills as Structural Analysis, Phonological Analysis, and Contextual Analysis, omitting sight word category which is stressed in initial reading of the English language." Contradictory to this statement, however, are seven pages in each of the first two *Lectura y escritura* manuals which are dedicated to sight reading and sight vocabulary; and, in each of the first four readers there is a column of sight vocabulary learners must know.

MEANS OF EVALUATION: (applicable to the Spanish reading components only) Assessment procedures vary for each level of the *Lectura y escritura* manuals. The books are divided into parts. Some parts have prepared evaluation lessons, which indicate mastery when a certain number of responses are correct. If mastery is not demonstrated, additional activities in the review and enrichment lessons are suggested. In level three, part one, evaluation procedures are written into each lesson with brief descriptions, e.g., "Ask the children to complete the sentences with words that contain the diphthong *eu.*" And, in still other cases—level one, parts one and two; level two, part two; level three, parts two and three; and the entirety of level four—evaluation is ignored. This is so despite the statement on page 42 of *Theories of Language Learning and Reading:* "The Spanish reading skills series, *Lectura y escritura,* also systematically incorporates evaluation lessons in its presentation of vowel and consonant sounds, consonant blends, diphthongs, and comprehension selections." For placement and entry into the reading system, record-keeping cards are contained in the oral language components and in the language experience approach manual.

Congruence of Four Instructional Design Constructs

SUMMARY: (applicable to the Spanish reading components only) It is seemingly contradictory that the developers state sight reading in the teaching of Spanish reading is omitted, when it is used on several occasions. One analyst suspects that the readers may have been developed without adequate consideration of the sound-symbol correspondences developed in the *Lectura y escritura* manuals. Therefore, sight reading had to be developed so that the learners could handle the readers at the prescribed times. However, this can only be a partial explanation since sight reading is also to be used as an alternative teaching method, e.g., "Have the children read those sentences silently and later aloud. If the children have problems with the sentences, have them practice using the sight reading strategies that are located in the third part of this book [level two, part two] ." And, sight reading is also necessary in language experience reading, if as suggested, it is the method which introduces reading.

Since objectives in the *Lectura y escritura* manuals apply to the entire set, to the entirety of one book, or to parts of one book, it is difficult for the teacher to determine which objectives are being tested. Moreover, in some books, assessment procedures are not supplied.

Additional Considerations

PHYSICAL DESCRIPTION: (applicable to Spanish reading components only) While working with the *Lectura a base de experiencias* and *Composición oral y escrita* manuals, learners do not have books. All pages from the four workbooks and writing pads are reproduced in the *Lectura y escritura* guides. Though learners are given workbooks, writing pads are made available via spirit master books the teacher will have to reproduce. All books, those mentioned as well as the 10 readers and one supplementary reader, are soft-covered. Only the supplementary reader is illustrated in color.

SOURCE: (the entire program) Spanish and English materials developed especially for ethnic-American needs.

COMMUNITY ACCEPTANCE/FAIRNESS: Although it's an isolated example, on pages eight and nine of the second reader, Estela is playing with a toy stove, while Carlos plays with a toy car. And, as noted earlier, pronoun referents are masculine, in the tradition of sexism.

Overall Assessment and Recommendations

SUMMARY: The BOLaR program covers all possible combinations of student language dominance. Implementation, however, would not proceed without problems. Although flexibility is essential in a program of such a broad scope, one analyst feels there are too many potential sources of learner difficulty that go unchecked. It seems that the unusually broad scope is achieved at the expense of cohesion. For example, objectives are not always referenced to specific lessons and in some sections of *Lectura y escritura* assessment is supposedly omitted; yet it is used on several occasions.

The two staff development books are valuable resources for teachers and administrators. The "overview" of the program and especially the descriptions of reading and language teaching techniques of English and Spanish are fundamentally important to language teachers. Prospective buyers are encouraged to analyze carefully the entire program prior to purchase.

CINCEL'S INTEGRATED CURRICULUM

Identification and Background

TITLE: Cincel's Integrated Curriculum

AUTHORS: Not specified.

PUBLISHER: Editorial Cincel; Alberto Aguilera, 32; Madrid (distributed by Arhe, Inc.; 505 Fifth Avenue; New York, NY 10017)

COPYRIGHT: 1972-73

MEDIUM: print (textbooks and consumable workbooks)

COMPONENTS:

Observo y aprendo; Leo y comprendo*; El mundo y yo* (textbooks, levels 1-3)
Observo y aprendo: fichas de lenguaje (language workbook, 1)
Mi primer cuaderno de cálculo (mathematics workbook, 1)
Lengua: fichas de trabajo individualizado (language workbooks, 2,3*)
Matemática: fichas de trabajo individualizado (mathematics workbooks, 2-3)
El libro volador; Ruta feliz; Ruta feliz II;* (readers, 1-3)
Guía del profesor (teacher's guides, 1-2, 3*)

*not available for analysis

SUBJECT AREAS: Multidisciplinary: language arts, mathematics, science, social science, creative expression.

CURRICULUM ROLE: basic

GRADE LEVELS: 1-3

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language characteristic of Spain, e.g., second-person plural and some lexical items.

LANGUAGE LEVEL: 1-3, advanced.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: (implied) To provide a multidisciplinary program in accordance with Spain's General Basic Education law, i.e., ". . . to provide [subject matter with] integral formation, adapted where possible to the abilities of each student."

LEARNER GOALS: The goals adopted by the developers are those which are contained in the document, "Nueva Orientación Pedagógica." They include, in summary, the cognitive skills, relating knowledge to real-life situations, assimilation of the learner into the community and world, the ability to express oneself creatively, and the development of religious and moral standards.

LEARNER OBJECTIVES:

Language arts: "The progressive acquisition of vocabulary, its adequate use and mastery of techniques to increase it, are the most important objectives. . ." And, ". . . to multiply the abilities of comprehension and verbal expression. . ."

Mathematics: To learn the four basic mathematics concepts, viz., addition, subtraction, multiplication, and division. To learn select concepts in geometry.

Natural and social sciences: To learn about the makeup of the environment, i.e., energy, evolution, nature, seasons, etc. To learn about the makeup of humans, i.e., needs of human beings, the family, the community, the country, work and play, etc.

Creative expression: To learn the classification of forms. To learn textures. To learn to use various materials in artistic expression.

In addition, each unit is accompanied by a general objective and several specific objectives. Activities within a unit have specific objectives as well.

Second Instructional Design Construct: Contents

SCOPE: The breadth of this multidisciplinary program is overextended, the depth cursory. Five basic areas are treated: language arts, mathematics, social science, natural science, and creative expression. The language arts and mathematics segments are given more emphasis than other areas.

SEQUENCE: In the guides, the developers suggest that teachers select activities according to the needs of the learning situation. Nevertheless, a fixed linear route is implied.

Third and Fourth Instructional Design Constructs

METHODOLOGY: The analysts infer that the methodology is didactic. The teacher feeds all information and directions to the learners, initiates discussions, and sequences the material. There are no provisions for individualization, branching, and recycling. Interaction is limited between teacher and student. The art activities do, however, provide for individual creative expression.

The descriptions of the learning activities in the guides are not detailed; they appear in outline form and are predominantly suggestive.

MEANS OF EVALUATION: The evaluation procedure involves teacher-observation. Certain exercises ". . .will serve as a form of analysis and learning, along with the observation of habits, attitudes, and other criteria that the teacher feels valuable."

The evaluation suggestions generally appear in the guides at the end of each unit and are characteristically brief, e.g., "Within the group of children, point out a subset and the characteristic property."

Congruence of Four Instructional Design Constructs

SUMMARY: The goals are not congruent with the methodology and contents in that there are no accommodations for individual learner potentials.

The evaluation procedures suggest that the evaluation and learning processes be carried out simultaneously. This does not allow the child to internalize concepts and will probably yield information of questionable validity.

Additional Considerations

PHYSICAL DESCRIPTION: The books are all softbound. The worksheets are designed to be torn out and, therefore, the pages do have a tendency to loosen.

The illustrations take the form of both drawings and photographs. They are in color. Those in the mathematics workbooks are small and at times crowded In one analyst's opinion, the spaces provided for writing in the mathematics workbooks are also too small.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: The books are geared to the culture, language, and curricula common to Spain.

Exercises which require students to color people of different races depict very stereotyped blacks, native Americans, and Chinese people. Women are stereotypically portrayed, as well, in homemaking capacities. Religious indoctrination can be found throughout.

Overall Assessment and Recommendations

SUMMARY: Several serious drawbacks have influenced the analysts to discourage the use of this program as a basic series in bilingual programs. The cultural representations as evidenced by language characteristic of usage in Spain, the topics which include studying regions of Spain, the religious indoctrination, as well as the integrated curricular design, are foreign to the Spanish-speaking learner living in the United States. The scope is extremely broad and there are resultant gaps, especially in the mathematics and social science materials. User instructions are sketchy. There are problems with congruence among the design constructs. The first reading selection for the first grade is a paragraph containing some 34 words, much more difficult than what children in the United States are generally prepared to read at this level. Nonwhite peoples are stereotyped, e.g., blacks are portrayed carrying spears. One analyst infers that there is actually a degree of ethnocentrism functioning. The only recommendation for the use of this material is in a supplementary capacity.

COLECCIÓN EDAD DE ORO

Identification and Background

TITLE: Colección Edad de Oro

AUTHORS: María de Pilar de Olave; Alma Flor Ada-Lafuente

PUBLISHER: Editorial Arica, S.A.; Paseo de la República 3285 – San Isidro; Lima (distributed by Donars Productions; P.O. Box 24; Loveland, CO 80537; and by Spanish Book Corporation of America; 115 Fifth Avenue; New York, NY 10003)

COPYRIGHT: 1973-75 (2nd-7th revised editions, depending on component)

MEDIUM: print (readers and consumable workbooks)

COMPONENTS:

Serie Blanca:
Cascabel (primer)
Fantasías (1st reader)
Sonrisas (2nd reader)
Alegrías (3rd reader)
Maravillas (4th reader)
Triunfos (5th reader)
Cuaderno de trabajo, primer, 1-4,5** (workbooks)
*Serie Rosada** (supplemental books of songs)
Serie Verde 1-3 (supplemental reading materials: theater)
Serie Roja 1-6 (supplemental reading materials: stories and fables)
Serie Azul 1-4 (supplemental reading materials: history and legends)
Serie Amarilla 1-4 (supplemental reading materials: poetry)
Serie Celeste (supplemental manual skills books)
Serie Anaranjada (supplemental amusement/entertainment books)

*not available for analysis

SUBJECT AREA: reading

CURRICULUM ROLE: basic

GRADE LEVELS: 1-5

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: 1-5, advanced.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: Reading and writing are of extreme importance to all learning. It is therefore important that children develop a strong background in reading and writing.

LEARNER GOALS: (implied) The students will learn all Spanish sounds and sound combinations. Learners will develop a positive self image. Learners will develop a good command of Spanish. Learners will develop reading skills and an appreciation of literary forms. Learners will enjoy reading.

LEARNER OBJECTIVES: Not specified; left entirely to the user.

Second Instructional Design Construct: Contents

SCOPE: The basal materials (i.e., readers and workbooks) constitute the *Serie Blanca* (white series). All other series are to be used for supplemental purposes.

The first book deals with sound-symbol correspondence and phonics. Other levels consist of reading selections, writing exercises, vocabulary development, comprehension, and oral and written expression.

SEQUENCE: All children are to enter and exit at the same points; however, supplemental materials may be implemented for branching purposes, depending on teacher judgment. Initial skills are taught in the primer and the selections become increasingly more complex.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: In order that teachers can teach initial reading and writing successfully, the authors offer brief procedural suggestions. Writing: Learners practice drawing letters first with their fingers in the air, then with colored pencils on large paper, and later in the first workbook; vowels are covered first. Reading: reading and writing are taught simultaneously. Vowels are presented following a phonic sound-to-symbol approach. The teacher points to an object and repeats its name. Recognition and differentiation of sounds follow. Consonants are taught via a syllabic method, in conjunction with the vowels. For example, "la" is presented, and the others are then to be inferred ("le," "li," "lo," "lu"). Initial reading selections are to be summarized by learners for the purposes of providing oral practice and assuring mastery.

Comprehension and vocabulary development are of principal importance on succeeding levels. Some techniques are suggested, and comprehension questions follow selections. Workbook activities are to be done individually and primarily involve written comprehension exercises, although to a much lesser degree, some language concepts are covered.

The nature of the selections will expose the child to several literary genres and the cultural richness from which they originate.

MEANS OF EVALUATION: There are neither exercises nor activities designed to measure learner progress.

Congruence of Four Instructional Design Constructs

SUMMARY: Intents are not clearly stated and assessment procedures have not been developed.

Additional Considerations

PHYSICAL DESCRIPTION: Books are softbound. Illustrations are colorful and very attractive.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: Black persons are rarely depicted in the illustrations. Religious references and stories (e.g., "La Navidad," "Cantar de la Virgen," "Maravillosa Navidad") appear from time to time.

Overall Assessment and Recommendations

SUMMARY: In the opinion of one analyst, the program is well written and likely to be enjoyed by learners. Topics are relevant to the children and, although the vocabulary is somewhat difficult for students who are not truly fluent in Spanish, the stories will generate enough interest so that the materials may be used by older learners. The supplemental materials provide additional poems, legends, history, and theater for the teacher to work with.

There is, nonetheless, no evaluation construct, some religious themes and stories are present, and the teacher directions in the materials analyzed are brief. The approach to the stories varies very little and after the sounds are covered in the primer they are not reviewed. Activities become repetitive on subsequent levels with the exception of the level-four workbook.

COLECCIÓN MONZA

Identification and Background

TITLE: Colección Monza

AUTHORS: Dolores de Zayas Avila, Ondina Montoya Basulto

PUBLISHER: Cultural Centroamericana, S.A.; Guatemala (distributed by Lectorum Publications; 137 West 14th Street; New York, NY 10011; and by Spanish Book Corporation of America; 115 Fifth Avenue; New York, NY 10019)

COPYRIGHT: 1974

MEDIUM: print (consumable workbooks)

COMPONENTS:

Mis primeros trazos
Aprendo a escribir: cuaderno A
Aprendo a escribir: cuaderno B
*Mi primer libro: cuaderno de colorear** (coloring book)
*Desfile de colores**

*not available for analysis

SUBJECT AREA: writing

CURRICULUM ROLE: basic

GRADE LEVELS: preschool-1

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. One analyst reports some words which are not common to southwestern U.S. Spanish-speakers, e.g., *melón, gático, goma, kiosco.*

LANGUAGE LEVEL: preschool-1, beginner/simple.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: This material has been developed to continue mental and muscular development and to instill in the learner an interest in writing.

LEARNER GOALS: The analysts infer that the goals of this program are to learn writing skills, and to develop character, personality, and an appreciation for neat and orderly work habits.

LEARNER OBJECTIVES: The objectives identified for the first level are to develop left-right orientation and eye-hand coordination. It is implicit that *cuadernos A* and *B* continue to familiarize learners with the basic elements of writing, in addition to affecting certain muscular control and sufficient ability for the handling of a pencil.

Second Instructional Design Construct: Contents

SCOPE: The skills covered are left-to-right orientation, eye-hand coordination, tracing of letters, words, numbers, and phrases, and the formation of letters leading to the writing of words. Various skills are repeatedly exercised. There is no mention of supplementation.

SEQUENCE: The sequence is based on increasing complexity, beginning with simple finger tracing of lines and curves used in writing to the formation of letters, numbers, and, ultimately, words. The route is linear, and the entry and exit points are fixed for all learners.

Third and Fourth Instructional Design Constructs

METHODOLOGY: The developers suggest that the teacher form the letters and figures on the chalkboard and have the children imitate the movements by using large arm motions, followed by practice in the workbook.

MEANS OF EVALUATION: The developers have not incorporated tools for evaluation in this program.

Congruence of Four Instructional Design Constructs

SUMMARY: The absence of a means of evaluation makes total congruence impossible.

Additional Considerations

PHYSICAL DESCRIPTION: Five softcover consumable workbooks make up this series. The illustrations are in color and depict a single figure represented by the word the child is to copy.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: An illustration of a debonair man smoking a cigarette accompanies the writing of the word "fuma" (smokes), a questionable implication, at best.

ACCURACY: The lower-case forms of the letters "T" and "Y" are different from those taught in the United States. The "L1" is not included in the alphabet and is handled as if it were "L". These inaccuracies do not adversely affect the effectiveness of the material.

Overall Assessment and Recommendations

SUMMARY: These materials were found to be acceptable by the analysts for use in bilingual programs throughout the United States with Spanish-speaking children. The first book seems to be better organized and to deal more effectively with motivation than do the others.

COLECCIÓN SEMBRADOR

Identification and Background

TITLE: Colección Sembrador

AUTHORS: Luis Pérez Espinós, Livia Veloz

PUBLISHER: Ediciones Escolares "La Escuela Nueva, S.A."; Apartado 19.092; Madrid–16 (distributed by Lectorum Publications; 137 West 14th Street; New York, NY 10010)

COPYRIGHT: 1972-74

MEDIUM: print (readers)

COMPONENTS:

Libro primero de lectura
Libro segundo de lectura
Libro tercero de lectura
Libro cuarto de lectura
Libro quinto de lectura

SUBJECT AREA: reading

CURRICULUM ROLE: basic

GRADE LEVELS: Not specified, but 1-5 as assessed by analysts.

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: 1-5, advanced.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: In some countries, each primary grade depends on two reading textbooks: one for the amplification of vocabulary and another for practice in silent reading. This series proposes to meet the objectives of both books.

LEARNER GOALS: The following goals are implicit: (1) To acquire speed, accuracy, and comprehension in silent reading; and (2) To enrich the vocabulary and learn to use the dictionary.

Level five is the only book which states the goals clearly, and, although they are designed for level five, they seem to apply to the other levels as well: (1) To practice the formation of judgments of appreciation in accordance with the level of mental maturity and experience of the learner; (2) To train the student in oral expression; (3) To present a correlation between reading and other subjects; (4) To acquaint the child with expressive literature as a means of cultivating aesthetic tastes and to develop new and wider interests for reading in general; and (5) To continue the practice of collective oral reading (which may not apply to other levels).

LEARNER OBJECTIVES: Objectives are left entirely to the user.

Second Instructional Design Construct: Contents

SCOPE: Vocabulary is enriched and dictionary practice is given through the use of the glossary in the back of each of the readers, with the exception of level one. Each reader is divided into units of reading selections:

level one: children's games, animal stories, fairy tales
level two: children's stories, stories about plants and animals, stories about things
level three: expands the topics above and includes legends
level four: the world around us, inventions and inventors, things we should know
level five: topics of general interest, history of the Americas, additional legends

SEQUENCE: The vocabulary is controlled for levels one through three; however, it is difficult. The material proceeds from simple to complex. The entry and exit points are fixed. It is inferred that each learner is required to cover the same material at the same rate.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: The developers did not write a teacher's guide or manual to accompany this series. The methodology is obviously didactic. For example, the learner reads the selection, works on a crossword puzzle related to the reading, and answers comprehension questions at the end of the stories. An example of one of the activities in book four is to "Write in your own words a composition that expresses the ideas of this poem." At the end of each book, there is a brief section addressed to the teacher, which explains some of the purposes of the program and gives some scant instructions for the teaching of silent reading, e.g., clear up unfamiliar vocabulary, tell the children to look up when they are done, and correct lip movement.

MEANS OF EVALUATION: There are no evaluative tools incorporated in this material.

Congruence of Four Instructional Design Constructs

SUMMARY: There are no explicit instructions regarding any of the design constructs. Most information has to be inferred from the materials.

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Additional Considerations

PHYSICAL DESCRIPTION: The five readers are softbound and colorful. The print for the first level is quite small if it is intended for use by first-grade children. The preprimer is mentioned in the first level, but it is not carried in the distributor's catalog.

SOURCE: Spanish material developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: This series attempts to offer a representation of North and South American Spanish-speaking people. The representation deals exclusively with middle-class lifestyles.

CURRENCY: There is a balance of the past and present, represented in the presentation of space-age exploration along with the explorations of Columbus.

Overall Assessment and Recommendations

SUMMARY: One analyst reports levels one and two would, on a supplementary basis, be acceptable in the bilingual classroom only after undergoing adaptation. Levels three through five would not be acceptable at all. Instructions for the user are poorly organized and brief. Supplementation is ignored, and the activities lack variety. The reading selections reflect the contemporary world we live in, and the effort to make the material relevant to a wide range of Spanish-speakers is commendable.

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CONQUISTA DEL LENGUAJE

Identification and Background

TITLE: Conquista del Lenguaje

AUTHOR: Lisardo Casado Morillo

PUBLISHER: Editorial Magisterio Español, S.A.; Calle de Quevedo, 1, 3, y 5; Madrid – 14 (distributed by Arhe, Inc.; 505 Fifth Avenue; New York, NY 10019)

COPYRIGHT: 1971-72

MEDIUM: print (textbooks and consumable workbooks)

COMPONENTS:

Libro de consulta 1, 2-5* (textbooks)
Fichas de trabajo 1-5 (workbooks)
Libro de profesor 1-5 (teacher's guides)
*Pruebas de evaluación 1-5** (evaluation materials)
*Fichas de desarrollo 1-5** (supplementary workbooks)

*not available for analysis

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 1-5 (for use in Spain); 2-6 (as assessed by analysts for use in the United States by fluent Spanish-speakers who have already learned to read and write)

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. Some vocabulary and expressions are used only in Spain.

LANGUAGE LEVEL: 2-6, advanced.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: (implied) Language is the basic instrument for communication and the foundation for all activities and areas of study. It must be studied, with consideration given to the child's level of development.

LEARNER GOALS: The goals are not uniformly presented in each level. For levels one through four: to improve reading speed and comprehension; to improve spelling and punctuation; to learn grammar for language enrichment and clarification; to improve oral and written expression (composition). The goals for level five are based on those established by the E.G.B. (too numerous to list) which are less specific and include affective as well as cognitive goals.

LEARNER OBJECTIVES: As with the goals, the scope and format of the objectives vary. Some are presented in behavioral terms; others are more general. Level objectives only appear in certain levels, but located in the front of all the guides are scope and sequence charts which describe contents and activities, objectives, and necessary materials for two-week blocks of instruction. For example: "Understanding the elements of a sentence. Recognizing accented syllables. To specify the subject. To recognize words that are accented on the last syllable." In addition, listed along with the procedural instructions for each lesson are specific objectives: "(1) The learner will discover the most important word (the nucleus) of those which form the subject of a sentence. (2) The learner will recognize words that are accented on the penultimate syllable and will know that they are called 'llanas'."

Second Instructional Design Construct: Contents

SCOPE: This series is a clear introduction to grammatical concepts and the development of oral and written communication skills. Areas of concentration encompass: decoding; reading speed; comprehension and interpretation; pronunciation, diction, and other oral communication skills; grammar (including syntax and parts of speech); word forms and semantics; vocabulary development; and composition (styles and thematic consistency). Concepts and skills are reintroduced with increased complexity at each level. Supplementary activities are incorporated in each lesson description.

SEQUENCE: Skills and concepts, vocabulary, and sentence structure are presented in an order of increasing complexity. The route is linear, and it can be inferred that branching and recycling activities are contained in the *Fichas de desarrollo*, which were not available for analysis. Entry and exit points are fixed for all learners.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: Learners play a relatively passive role in all learning activities. The methodology is didactic, characterized by an inductive approach to the process. Regardless of the area of language arts involved, the teacher always conveys information to the learners which is to be utilized in completing exercises. Exercises include identifying component parts of sentences, supplying missing words, and writing definitions of new vocabulary words.

Each of the workpages is reprinted in the guides, with general instructions. In the front of the guides, the developers provide their teaching rationale.

Vocabulary and ordering activities are repetitive. Activities involving other areas do, however, vary to a large extent. Providing a break from the core materials, more divergent and enjoyable activities are suggested for supplementation.

MEANS OF EVALUATION: Evaluation materials have been developed; however, they were not available for analysis.

Congruence of Four Instructional Design Constructs

SUMMARY: Judging from the available materials, analysts feel that the design constructs appear to be congruent.

Additional Considerations

PHYSICAL DESCRIPTION: All books are softcovered. Textbook illustrations range from colorful cartoon drawings to full-color photographs. The workbooks have two-color illustrations.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: The influence of Spain's culture can be seen in depictions of Roman Catholic religious figures and in the teaching of the second-person plural. Women are rarely depicted as central figures in illustrations and stories. Boys are at times depicted in active roles, as opposed to more passive ones played by girls. For a good example, see workbook one, pages 67-68. Extremely denigrating is a series of four stories in textbook four concerning a black boy (primitively dressed and depicted with large red lips) who has been educated and converted to Catholicism by the "White Fathers" (missionaries).

Overall Assessment and Recommendations

SUMMARY: Analysts feel that this program has little relevancy to U.S. Spanish-speaking learners. The stories involving the black child (described above) are particularly crass and most certainly should not be accepted by educators in the United States. Although these materials do not meet the basic needs of bilingual bicultural education, content coverage is fair and analysts feel this series, with adaptation, could be used for supplementary purposes.

CRANE READING SYSTEM IN SPANISH

Identification and Background

TITLE: Crane Reading System in Spanish

AUTHOR: Barbara J. Crane

PUBLISHER: Motivational Learning Programs, Inc.; 1301 Hamilton Avenue; Trenton, NJ 08629 (The publisher is also the distributor.)

COPYRIGHT: 1975

MEDIA: print (readers and consumable workbooks), visuals

COMPONENTS:

Tarjetas con dibujos y con letras (flashcards)
Libro de lectura A-E (readers)
Libro de ejercicios A-E (workbooks)
Libro de trabajo, nivel A, 1-2
niveles B-E
Una guía del sistema de lectura Crane (teacher's guide)
Overview of the Categorical Sound System

SUBJECT AREA: reading

CURRICULUM ROLE: basic

GRADE LEVELS: k-2

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: A validation study has been done. Results show that ". . . students who received their learning-to-read experiences in CS[*Categorical Sound System*] significantly out-performed other students in grades 1 and 2." It was discovered that it is uncommon practice to name animals as people in some Spanish-American countries; in a printing on press at the time these materials were analyzed, "Lupe" was being changed to "Lase."

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. Some words are dictionary translations, e.g., *gruta* (cave), *cometa* (kite).

LANGUAGE LEVEL: k-2, beginner/simple.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: "To facilitate the basic learning-to-read skills for the Spanish-dominant American pupil."

LEARNER GOALS: "... To provide students with a strong foundation in word attack and comprehension so the students could become independent readers, and move forward with this foundation into any reading system or content area materials based on reading."

LEARNER OBJECTIVES: Each component of the CRS states learner objectives designed to make the student an independent reader. The following implied objectives can be said to apply to the entire program:

(1) to learn the skill of phonetic analysis;
(2) to learn the skills of structural analysis;
(3) to learn skills in spelling; and
(4) to learn pronunciation and the meaning of words.

Second Instructional Design Construct: Contents

SCOPE: The material is presented comprehensively. "The major letter-sound and spelling patterns in Spanish are presented in a sequential series of six booklets in five levels (A through E). Levels A through D present the most common patterns. Level E introduces some more complex and less used patterns....The practice books present sequentially, in five levels (A through E), the major skills necessary to develop independent readers and writers: phonetic analysis, structural analysis, spelling, writing, vocabulary development, and comprehension skills. They complement and reinforce concepts presented in the skillbooklets (phonetic) and readers (comprehension). The CRS readers, levels A through E, take the pupil from preprimer level to the independent reading level."

SEQUENCE: The developer provides two plans. Plan I (eclectic) "... combines phonics with the presentation of whole words." Plan II (phonetic) "... preintroduces most frequently used letter-sound and spelling pattern relationships and then presents reading material. Both plans use the same materials in different sequence." Children are placed in small groups to accommodate individual differences. Entry points are variable, contingent on a placement test; however, the route is fixed and follows the plan chosen by the instructor. The material increases in complexity, and accommodations for branching and supplementation are available.

Third and Fourth Instructional Design Constructs

METHODOLOGY: The developer dedicates a sizable section of the manual to classroom management. The four "core activities" are:

- Picture and letter card games – shared activities
- Skillbooklets and/or practice books – individualized activities
- Readers – shared/individualized activities
- Story writing – shared/individualized activities

"Students' needs are well accommodated if the core activities are scheduled over a two-day time period. It would take the instructor a total of two hours to monitor all four activities with all students if the class were divided into thirds and there were no aide. It is recommended that the instructor spends a minimum of one hour in teacher-monitored activities and twenty minutes in check time for the independent workers per day; each student should also be assigned independent CRS or related activities for a minimum of forty minutes per day (story writing, independent reading, a reading related game, etc.)." This method is eclectic and experimental. The guide also includes more detailed descriptions for management. Activities are structured and the learner's role is extremely active.

MEANS OF EVALUATION: There is an informal placement test consisting of two review pages on the inside cover of the practice books. Although not available for analysis, there is a chart for the recording of student progress. The chart lists skills to be acquired. The developer states that since each practice book presents new concepts and review concepts previously presented, "... in essence, each page is a check on the student's level of competence." The child can then be scheduled, on the basis of his or her strengths and weaknesses, for necessary reinforcement activities.

Congruence of Four Instructional Design Constructs

SUMMARY: The intents, content organization, and methodology were found to be congruent. Evaluation, on the other hand, is not wholly congruent with the other constructs in that there is no real instrument to measure mastery except practice drills which are simply a recapitulation of the material previously presented.

Additional Considerations

PHYSICAL DESCRIPTION: The practice books and skillbooklets are consumable. All books are softcovered. The manual is bound poorly and pages fall out quite readily. The picture and letter cards are colorful and durable.

SOURCE: Materials translated and rewritten in Spanish to make them suitable for the target population.

COMMUNITY ACCEPTANCE/FAIRNESS: The central character of the series is "Yo" who has been created for anyone to identify with. "Yo" is any sex and any color.

Overall Assessment and Recommendations

SUMMARY: The *Crane Reading System in Spanish* is a comprehensive reading program. The design constructs are fairly solid and many of the activities are innovative. However, the presupposition that any child will be able to relate to a central character without ethnic or sexual identity seems rather unrealistic.

CUENTOS PARA LEER Y ESCRIBIR

Identification and Background

TITLE: Cuentos para Leer y Escribir

AUTHOR: Victorino Arroyo del Castillo

PUBLISHER: Ediciones Anaya, S.A.; Salamanca: L. Braille, 4; España (distributed by Anaya-Las Americas Spanish Book Center; 152 East 23rd Street; New York, NY 10010)

COPYRIGHT: 1970

MEDIUM: print (consumable readers/workbooks)

COMPONENTS:

Cuentos para leer y escribir 2-4 (readers/workbooks)
(There may be other levels available)

SUBJECT AREA: reading

CURRICULUM ROLE: basic

GRADE LEVELS: 2-4

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: 2-4, advanced.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: (implied) To provide stories that will serve as a springboard for the development of reading skills and enjoyment of reading.

LEARNER GOALS: (implied) At the end of the series, the students will be able to read and write well. They will enjoy and appreciate reading.

LEARNER OBJECTIVES: (implied) Learners will achieve proficiency in the following areas: word recognition, word analysis, syllabication, oral reading, silent reading, and writing.

Second Instructional Design Construct: Contents

SCOPE: Each book contains stories, dialogs, and poems followed by puzzles, riddles, or exercises in reading comprehension, word analysis, vocabulary enrichment, recitation and dramatization, and writing. The scope is broad but characterized by a very cursory treatment.

SEQUENCE: Material is arranged in an order of increasing complexity. Entry and exit points are fixed for all learners.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: Learners go through the reading selections and complete the exercises which follow. Each book contains an introductory page, addressed to the learner and teacher, containing very general suggestions that may be followed, e.g., stories may be read aloud or silently and followed by a dialog; songs and poems should be memorized and recited; for speed-reading exercises any story may be used.

The approach to a reading selection should contain three steps: (1) word identification and recognition exercises; (2) word analysis; and (3) testing activities. The developer mentions individualization of instruction; however, the definition as it is applied to this program means simply that learners work individually, not that learners receive instruction tailored to their individual needs and capacities.

MEANS OF EVALUATION: Recapitulation exercises have been incorporated in order "... to see if the learner is capable of understanding the meaning of words and simple sentences..." Further clarification is not supplied.

Congruence of Four Instructional Design Constructs

SUMMARY: There are very weak implications of intents and no adequate ways to isolate learner differences. Furthermore, it is doubtful that there are enough material and practice available to achieve the apparent goals.

Additional Considerations

PHYSICAL DESCRIPTION: Illustrations are clear, colorful, and appealing. All three books analyzed are softbound and contain both exercises and reading selections.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: The exploits of the central characters in the third book are at times violent, extreme, and cruel. Humor is always at the expense of others. For example, on page 43, the boys put a lock on a parrot's beak.

There are, in addition, some religious orientations, e.g., learners are directed at one point to kneel and pray.

Overall Assessment and Recommendations

SUMMARY: Despite the varied activities and exercises, not enough material is provided for the student to internalize language concepts or reading skills without hearty supplementation. Vocabulary, but not structure, is at times difficult, and there are no accommodations for oral practice. Directions to the teacher are suggestive and very generally stated, and they lack substance. One analyst feels that the suggestions are short and interesting. In sum, however, the analysts limit their recommendation of this program to supplementary use.

EDUCACIÓN GENERAL BÁSICA (EDITORIAL BRUÑO)

Identification and Background

TITLE: Educación General Básica (Editorial Bruño)

AUTHORS: Emilia López, et al.

PUBLISHER: Editorial Bruño; Marqués de Mondéjar, 32; Madrid – 28 (distributed by Anaya-Las Americas Spanish Book Center; 152 East 23rd Street; New York, NY 10010)

COPYRIGHT: 1971-72

MEDIUM: print (consumable text/workbooks)

COMPONENTS:

Velero: bloque trabajo personalizado 1-2, 3* (level-1 workbooks)
Velero: guía del profesor (teacher's guide)
Carbela: bloque trabajo personalizado 1-2, 3*(level-2 workbooks)
Carbela: guía del profesor (teacher's guide)
Bergantín: bloque de trabajo personalizado 1, 2, 3** (level-3 workbooks)
Bergantín: guía del profesor (teacher's guide)
*Bajel: bloque de trabajo personalizado 1, 2-3** (level-4 workbooks)
Bajel: guía del profesor (teacher's guide)
*Galera: bloque de trabajo personalizado 1, 2-3** (level-5 workbooks)
Galera: guía del profesor (teacher's guide)

*not available for analysis

SUBJECT AREA: multidisciplinary: social studies, science, mathematics, language arts, religion, art

CURRICULUM ROLE: basic

GRADE LEVELS: 1-5

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. Language is characteristic of use in Spain.

LANGUAGE LEVEL: 1-5, advanced.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: To comply with Spain's General Basic Education law, i.e., to provide subject matter with integral formation, fundamentally equal for everyone, and adjustable to the maximum extent to each learner's attitudes and capabilities.

LEARNER GOALS: Goals are differentiated from one another and stated in the introduction to each teacher's guide. Three general goals are stated: (1) to provide learners with a balanced background; (2) to enrich the learners' lives by developing all of their capabilities, and (3) to encourage individualized instruction and to utilize self-pacing, with the aim of preparing students to become part of society. It is also stated "...we do not intend, as a principal end, the acquisition of knowledge, but to develop a *desire to learn more*, to teach the student to learn...to continually question the reality that surrounds one."

LEARNER OBJECTIVES: Objectives are clearly stated for each biweekly unit according to subject area. Examples: (1) to discover the interrelationships which exist among all Spaniards; (2) to observe variation in nature; and (3) to develop the capacity to express ideas using correct sentences.

Second Instructional Design Construct: Contents

SCOPE: This series treats every area of the Spanish curriculum, from first to fifth grade, covering social and natural science, language arts, mathematics, plastic and dynamic expression, and religious and moral indoctrination. Overall content coverage is broad and considerably detailed for the intended grade levels. Although the program is intended for individualized instruction, each student is presented with the same material.

SEQUENCE: The sequence is based on a developmental view of the learning process. The entry and exit points seem to be the same for all learners, since no instructions are given to accommodate varied abilities, interests, or preferences. The teacher follows the progression along with the learners. Systematic branching and recycling are not provided; however, there are optional recycling, branching, and reinforcement activities. Open-ended generalizations are utilized.

Third and Fourth Instructional Design Constructs	Additional Considerations
METHODOLOGY: A method called *sistema individualizado* is described by the developers. It demands, in part, autocracy and knowledge of each student's abilities. Using this approach, in which learners work silently, the teacher will not tire as easily, and, say the developers, "There will be days when you will hardly pronounce a single word." Teachers are afforded additional time in which to prepare future classwork. Learners interact with the materials almost exclusively. They are encouraged to consult the teacher, the classroom library, or a classmate if problems arise. **MEANS OF EVALUATION:** Self-evaluation materials are incorporated at the end of each unit in the workbooks. Only the language arts and mathematics subject areas are evaluated. Students are to record test results on record-keeping sheets, but they have no criteria to help them to interpret results nor are they given the answers. One analyst's reaction suggests these materials are nothing more than additional activities.	**PHYSICAL DESCRIPTION:** The workbook bindings are not durable, because pages are designed to be torn out. All books are softcovered. The prose style is loaded with technical vocabulary and with words unfamiliar to learners at the intended grade levels. The type size in the first-level books is rather small. **SOURCE:** Spanish materials developed abroad without adaptation for use in the United States. **COMMUNITY ACCEPTANCE/FAIRNESS:** A general cultural relevance to Spain prevails as evidenced by references to the geographical study of Spain and to Spanish government figures. The religious content is implicit throughout the materials and also appears in catechism form as one of the subject areas.
Congruence of Four Instructional Design Constructs	**Overall Assessment and Recommendations**
SUMMARY: There seems to be a large discrepancy between the overall objectives, which point to the importance of individualized learner needs, and the high degree of control which the teacher and the method impose upon the students, in terms of schedule and available content for a given biweekly unit.	**SUMMARY:** This series is not suitable for use in the United States. The target population is definitely Spanish-speaking pupils living in Spain, not Hispanic children living in the United States. Language and content are too advanced for the intended grade levels, religious and moral indoctrination is objectionable, and there are no cultural ties between the children in American bilingual programs and the representations in the material.

ESCUCHO, DIGO, Y APRENDO

Identification and Background

TITLE: Escucho, Digo, y Aprendo

AUTHORS: Edgewood Independent School District, San Antonio, Texas.

PUBLISHER: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721 (The publisher is also the distributor.)

COPYRIGHT: 1974, revised edition

MEDIUM: print (teacher's manual with reproducible student text pages)

COMPONENT:
Escucho, digo, y aprendo

SUBJECT AREA: reading readiness

CURRICULUM ROLE: basic

GRADE LEVELS: k-1

POPULATION CHARACTERISTICS: Developed for Mexican-American learners.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: k-1, intermediate.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: To prepare the child for learning to read.

LEARNER GOALS: In order to be ready to learn to read, the learner must develop aural and oral language skills, be able to distinguish shapes, and understand instructions and directions.

LEARNER OBJECTIVES: Objectives are parallel for each lesson, differing only in the sound to be mastered. Lessons require the student to hear and reproduce the sound being studied as well as to recognize its corresponding grapheme. Each lesson also has additional objectives which deal with writing skills.

Second Instructional Design Construct: Contents

SCOPE: Sound-symbol correspondence of all vowels, consonants, and 12 consonant blends is presented. Prereading activities include the development of aural and oral skills, the ability to distinguish forms, seriation, and the development of basic concepts.

SEQUENCE: The learners follow an order of gradually increasing complexity. Students not achieving at least 80 per cent on lesson tests should be recycled.

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Third and Fourth Instructional Design Constructs	Additional Considerations
METHODOLOGY: Sound-symbol correspondence is handled via a phonetic approach. Students progress from phonetic recognition to phoneme-grapheme association to syllabication. Many forms of stimuli—e.g., visual, oral, tactile—are utilized. The model lesson follows this format: (1) review of previously introduced sounds; (2) identification of the sound in the initial position; (3) identification of the same sound in the final position; (4) production of words using the new sound; (5) writing the grapheme; (6) evaluation. All interaction is between teacher and student. **MEANS OF EVALUATION:** Evaluation takes several forms. There is a set of diagnostic tests to determine placement and learner progress. These tests assess phonemic and graphemic knowledge of the alphabet. There is a set of 12 mastery tests, each covering three to five lessons, and each lesson has a brief evaluation section. Last, a Reading Readiness Inventory has been incorporated to assess the ". . . experimental background and general physical, mental, and emotional levels of the child." This test is based on teacher observation and is described in English.	**PHYSICAL DESCRIPTION:** This book is designed for teacher use. It is spiral-bound and printed in black and white. There are 263 pages of printed text and 43 pages of illustrations for sound reinforcement. If the teacher would like to distribute illustrations to the learners, pages would have to be reproduced in some way. This material is in public domain and may be reproduced without securing permission. **SOURCE:** Materials written especially for ethnic-American needs. **COMMUNITY ACCEPTANCE/FAIRNESS:** This program was developed specifically for Mexican-American learners; yet there is a limited amount of culturally relevant illustrations. There has been an attempt to use relevant vocabulary, however, e.g., *taco, gallo, tata.* Depictions of native Americans are somewhat stereotypic. **ACCURACY:** There are some minor orthographic and grammar errors, e.g., "felíz" should be "feliz"; "esta ejercicio" should be "este ejercicio."
Congruence of Four Instructional Design Constructs	**Overall Assessment and Recommendations**
SUMMARY: No problems with congruence have been reported.	**SUMMARY:** This material employs a gradual approach to the mastery of skills needed to teach reading; yet one analyst feels there is an unnecessary delay in introducing simple reading selections. The approach to each sound is identical and perhaps a simple reading activity would help maintain learner interest. In order to respond to illustrations, a good command of Spanish is required, which with some students could be a problem. This material, in general, is well organized and systematic, using many forms of stimuli to reinforce learning. Moreover, only one book need be purchased. It is recommended.

ESPAÑOL: ELEMENTOS GRAMATICALES

Identification and Background

TITLE: Español: Elementos Gramaticales

AUTHOR: Joaquín Añorga Larralde

PUBLISHER: Minerva Books, Ltd.; 100 Park Avenue; New York, NY 10017 (distributed by Lectorum Publications; 137 West 14th Street; New York, NY 10010)

COPYRIGHT: 1967-74

MEDIUM: print (consumable text/workbooks)

COMPONENTS:

Español: elementos gramaticales 3-6, 7, 8**

*not available for analysis

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 3-8

POPULATION CHARACTERISTICS: In the opinion of the analysts, this material is addressed to a Cuban population.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. Uses culturally charged language. Many expressions typical of Cuban dialect.

LANGUAGE LEVEL: 3-6, advanced.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: As inferred by the analysts, this product has been designed to present a language arts curriculum in Spanish for grades three through six.

LEARNER GOALS: The following goals are implicit in the materials:

(1) to develop further the skills appropriate to a language arts curriculum; and
(2) to develop an appreciation of literary values through exposure to reading selections in prose and poetry.

LEARNER OBJECTIVES: The objectives listed are implied in the materials:

(1) to learn basic grammatical concepts, i.e., the parts of speech and their functions as described by a structural linguist;
(2) to enrich the vocabulary and improve spelling;
(3) to develop accuracy in writing; and
(4) to develop reading comprehension skills.

Second Instructional Design Construct: Contents

SCOPE: The reading selections are related in many instances to other areas of the curriculum. The readings represent many forms, e.g., stories, fables, biographies, poetry, and business letters. Other language arts lessons include vocabulary development exercises, spelling exercises, and concepts in grammar.

SEQUENCE: The developer presents the material in an order of increasing complexity. Since the same skills are treated in each book in varying degrees of difficulty, the route is actually spiral.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: The developer does not present a description of the methodology (in the materials available to the analysts). A presentation of concepts is followed by fill-in exercises. After each reading selection, a glossary of terms is presented and a series of content-related questions. These activities are designed to be completed by the students independently. It is apparent that all learners are expected to work on the same material and at the same rate. Five lessons constitute a unit and after each unit there is a summing-up lesson. The method is clearly didactic.

MEANS OF EVALUATION: Provisions for evaluation have not been included in the materials described above.

Congruence of Four Instructional Design Constructs

SUMMARY: There is no means of evaluation to monitor intended learner growth and no way to assess the effectiveness of the content organization and methodology.

Additional Considerations

PHYSICAL DESCRIPTION: The complete series consists of six consumable text/workbooks. With the exception of level three, there are no illustrations in any of the books.

A series of readers (analyzed separately)—entitled *Lectura,* also by Joaquín Añorga Larralde, and published by Editorial Minerva—can be used in conjunction with this series on levels three through five.

SOURCE: Materials in Spanish developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: The reading selection of page 155 of level three is entitled "El Compañero Negrito." It introduces a black child in a degrading and humiliating manner. The following reflects the attitude of the entire story: "Mateo es de una familia pobre; su padre trabaja de ayudante de un carpintero y su mamá es cocinera; pero son personas muy decentes...En la escuela hay varios niños de raza de color y todos los quieren y ayudan." Poor people are also treated with a noticeable lack of dignity on page 118 of level four.

ACCURACY: There are some spelling errors which do not appear to affect the effectiveness of the material.

Overall Assessment and Recommendations

SUMMARY: The analysts feel that this material would be more appropriate, based on cultural elements and linguistic content, to a Cuban population than any other Spanish-speaking population living in the United States.

Potential users should consider the material more difficult than what is taught in American classrooms. The tone of the children's conversations is stilted and artificial and the method obsolete. Furthermore, there are some glaring prejudices.

Identification and Background

TITLE: Ideas y Palabras

AUTHORS: Julia González de Ajo, et al.

PUBLISHER: Editorial Everest; Avenida San Juan de Sahagún, 3; Apartado 339; León, España (distributed by Anaya-Las Americas Spanish Book Center; 152 East 23rd Street; New York, NY 10010)

COPYRIGHT: 1971-73

MEDIUM: print (textbooks, readers, consumable workbooks)

COMPONENTS:

*Ideas y palabras 1-6, 7-8** (textbooks)
*Recreo 1-6, 7-8** (readers)
*Fichas de trabajo 1-6, 7-8** (workbooks)
*Cuadernos, caligrafía 1-6** (penmanship practice books)
*Libro guía 1-8** (teacher's guides)

*not available for analysis

NOTE:

It can be inferred from the list of components in the workbooks that there is a single teacher's guide for each level to be used in conjunction with the Editorial Everest language, mathematics, social/natural science, art, religion, and, on levels 5-8, foreign language series.

SUBJECT AREAS: language arts and reading

CURRICULUM ROLE: basic

GRADE LEVELS: 1-8 (for use in Spain)

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language which is characteristic of usage in Spain and which is culturally charged. Examples: *menudo sitio; lo pasé bomba; cómo tú eres empallón; embolaos; ¡Dieron una de leña!*

LANGUAGE LEVEL: 1-8, advanced

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: (implied) To present a language arts program for use in elementary schools which encompasses all areas of language study.

LEARNER GOALS: (implied) The development of the learner's abilities in the following areas: reading skills (and a healthy attitude toward reading); oral and written expression; listening; and spelling

LEARNER OBJECTIVES: Objectives for reading are specified in the introductory sections of the readers. They are: oral expression; listening comprehension; interpretation of pictures; reading with correct intonation; writing; creation of interest and pleasure in reading; increased reading speed; formulation of oral summaries; sensitivity to literature; understanding of colloquial language, literary language, children's language, journalistic language, and idioms.

Language arts objectives are implied: to enrich vocabulary; to learn correct punctuation; to learn syntax and other components of Spanish grammar; to improve skills related to listening comprehension and to oral and written expression.

Second Instructional Design Construct: Contents

SCOPE: Reading selections involving folklore, poetry, short stories, and historical events representative of Spanish and Latin American writers are related to the areas of culture, social studies, and natural science. Sections of textbooks five and six are dedicated to the study of colloquial, literary, journalistic, and children's language. Skills related to reading include oral reading, speed, intonation, and comprehension. Both depth and breadth increase in relation to the grade level.

Language topics are tied to other areas of study as well. Treatment is characterized by little depth and considerable breadth. Topics include spelling; dictation; orthography; grammar, including syntax; writing; and vocabulary enrichment.

SEQUENCE: Entry and exit points are the same for all learners. The progression of material is based on a developmental view of the learning process and on increasing complexity.

Third and Fourth Instructional Design Constructs

METHODOLOGY: In the materials made available for analysis there is no discussion of the teaching methodology. The analysts agree that the methodology is didactic. Throughout the series a variety of activities is provided, but within the units of each level the activities are gruelingly repetitious and uninteresting. For example: write two sentences with nominal predicates; look up the definitions of the following words [and words are listed]; copy your favorite sentences [from the reading selection]; write five nouns with articles; etc. Interaction is limited to student and teacher, and the learner's role is relatively passive.

Reading activities involve content questions, dramatizations, conversations, puzzles, vocabulary exercises, supplying missing letters, and explaining differences in meaning between minimal pairs of words. These activities require the learner to play a more active role.

MEANS OF EVALUATION: In the materials examined, analysts encountered no accommodations for measuring learner progress.

Congruence of Four Instructional Design Constructs

SUMMARY: The absence of a means of evaluation does not allow the teacher to determine if the learners have achieved the intents; the inflexibility of the methodology is a deterrent to their achievement of the program's intents.

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Additional Considerations

PHYSICAL DESCRIPTION: Textbooks are softcovered and colorfully illustrated. Workbooks take the form of two-hole looseleaf binder fillers, only the filler being consumable.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: There is a picture of a mermaid on page 25 of textbook two which may not be acceptable to some groups.

Religious themes of stories and illustrations are apparent throughout, e.g., on page 30, textbook two, a story about Adam and Eve (who, incidentally, are unclothed). As in the case of the mermaid, no areas of the human anatomy traditionally not revealed are visible.

The majority of the photographs and other pictures are representative of the culture and geography of Spain, e.g., the Granada countryside, page 26, book three. One of two illustrations depicting black persons is a photograph of indigenous people with painted faces and wearing feather headdresses.

ACCURACY: Instances of missing accent marks have been reported; however, this does not adversely affect the effectiveness of the materials.

Overall Assessment and Recommendations

SUMMARY: On the basis of cultural content – language usage and religious themes – coupled with the aforementioned problems with congruence, with the omission of the initial reading steps, and with the fact that cursive writing is presented in the first-level materials, the analysts do not recommend the use of this series in bilingual bicultural programs.

Despite these rather strong criticisms, however, one analyst applauds the variety of reading selections; they are attentive to the learners' interests, and, the analyst goes on to say, can be used profitably by Spanish-speaking teachers. Two other analysts disagree.

If selected for use, these materials should be used above the levels indicated by the developers. It is important to keep in mind that examination of the teacher's guides might affect this assessment.

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LECTURA

Identification and Background

TITLE: Lectura

AUTHOR: Joaquín Añorga Larralde

PUBLISHER: Minerva Books, Ltd.; 100 Park Avenue; New York, NY 10017 (distributed by Lectorum Publications; 137 West 14th Street; New York, NY 10010)

COPYRIGHT: 1969-73

MEDIUM: print (consumable text/workbooks)

COMPONENTS:

Lectura: libro-cuaderno de trabajo 1-3
Lectura 4-5
*Guía para el maestro 1-5** (teacher's guides)
NOTE: Levels 3-5 can be used in conjunction with *Español: elementos gramaticales levels 3-5*, also by Joaquín Añorga Larralde.

*not available for analysis

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 1-3

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None reported by analysts.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: 1-3, advanced.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: To develop reading and writing skills using an eclectic method.

LEARNER GOALS: The implied goals are:
(1) to understand the basic structure of language;
(2) to use language as a means of expression; and
(3) to expand written and oral vocabulary.

LEARNER OBJECTIVES: Objectives are left entirely to the user.

Second Instructional Design Construct: Contents

SCOPE: The subject matter can be divided as follows: learning the alphabet, reading, writing, spelling, dictation, vocabulary enrichment. After approximately five lessons, complementary activities are presented. Each book has an appendix, which contains prose and poetry, for supplemental use.

SEQUENCE: The sequence is fixed, and the route is linear based on increasing difficulty. Entry and exit points are the same for all learners.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: The teaching methodology is eclectic, employing a variety of activities. In the estimation of one analyst, these activities are learner-centered. A description of the methodology is presented in the introduction of each book. On each page, the teacher will find very brief user directions in small print. The entire class works at the same rate, and the interaction is limited to the teacher and learner. In addition, most of the lessons follow an identical pattern. Although the developer states that the teacher should motivate students and introduce topics using stories, charts, and the chalkboard, more specific instructions are not given.

MEANS OF EVALUATION: The analysts find no provision for evaluation incorporated into this series.

Congruence of Four Instructional Design Constructs

SUMMARY: The methodology is not congruent with the content organization because, in one analyst's opinion, many introductory lessons must be added. An evaluation procedure is not provided, and the intents seem modest.

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Additional Considerations

PHYSICAL DESCRIPTION: The complete series consists of five colorfully illustrated, consumable workbooks and five teacher's guides. Because the pages are large, there is an abundance of material on each page.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: Some sex bias has been reported, e.g., men and boys ride horses, while mothers and daughters cook and sew. No black children are shown, and a middle-class suburban population is depicted throughout. Some of the stories carry religious connotations, while others convey moral judgments and nationalistic sentiment.

ACCURACY: The language is formal and unnatural. The spaces provided for writing in level one are very narrow. Some sentences make use of upper case letters throughout, e.g., NENA AMA A MAMÁ. The teaching of cursive writing in the first grade is not common in the United States.

Overall Assessment and Recommendations

SUMMARY: The syntax is not extremely complex; however, the vocabulary is quite difficult. Words are more common to eastern United States Spanish-speakers and those from the Caribbean area. The introduction of cursive in the first grade is not in accord with elementary school curricula in the United States.

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LECTURAS COMENTADAS

Identification and Background

TITLE: Lecturas Comentadas

AUTHOR: Begoña Bilbao

PUBLISHER: Hijos de Santiago Rodríguez; Molinillo, 11-15; Burgos, España (distributed by Anaya-Las Americas Spanish Book Center; 152 East 23rd Street; New York, NY 10010; and by Spanish Book Corporation of America; 115 Fifth Avenue; New York, NY 10019)

COPYRIGHT: 1971-74

MEDIUM: print (textbooks)

COMPONENTS:
Mis lecturas 1-2 (readers)
Lecturas comentadas 3-6 (readers)

SUBJECT AREA: language arts (reading)

CURRICULUM ROLE: basic

GRADE LEVELS: 1-8 (for learners in Spain)

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. Uses culturally charged language representative of Spain.

LANGUAGE LEVEL: 1-6, advanced.

114

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: (implied) The presentation of a reading series in Spanish.

LEARNER GOALS: Goals are not stated for the entire program, but rather for each level. Here, they are paraphrased:

levels 1-2: the mechanical acquisition of graphic signs; to assure that the students interpret the meaning of what they read.
level 3: to develop rhythm and stress in reading; to interpret all punctuation; to understand the meaning of the texts through the comments on the reading; to further develop comprehension.
level 4: to understand diverse meanings of words; to develop silent reading; to develop sensibilities through literary texts.
level 5: to understand and independently analyze texts.
level 6: the application of reading to school work; to develop pleasure in reading.

LEARNER OBJECTIVES: Left entirely to user.

Second Instructional Design Construct: Contents

SCOPE: There is a very wide variety of reading material: poems, passages from novels, excerpts from history and essay books, and short stories. Interpretation and analysis of the readings and fundamental grammatical concepts constitute subject matter and skills covered in the program.

SEQUENCE: The reading selections are arranged in an order of increasing complexity. There are single entry and exit points for all learners. The route is linear.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: The methodology is not discussed by the developer. After students read the selections, they are to complete the exercises that follow. The exercises take the form of content questions, vocabulary enrichment, copying, paraphrasing exercises, and, at times, dramatization activities and games. The only directions the developer supplies are designed to guide the teacher in the development of the lesson. They are sketchy and not very helpful; for example, students are to repeat lines read by the teacher to acquire the proper intonation, or, the teacher is to help the learners understand the readings by asking questions.

MEANS OF EVALUATION: Left entirely to the discretion of the user.

Congruence of Four Instructional Design Constructs

SUMMARY: There are no objectives for any of the activities, the types of activities are very limited, the directions for use are very sketchy, and there is no way to assess learner progress.

Additional Considerations

PHYSICAL DESCRIPTION: Book six has many pictures of authors which are probably not particularly appealing to learners 11-14 years old. In fact, the illustrations have been collectively termed unimaginative. The exercises are designed to be done on paper, not in the hardbound readers. The only book which is softbound is level one.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: The cultural representations exemplify lifestyles and values common in Spain. There are a great many religious stories and themes; many of the geographical locations depicted in illustrations and described in the text are in Spain; and some of the readings express nationalistic sentiments. Only two black people are depicted along with the presentation of a potentially offensive poem: "Coplas de cuna para un negrito."

CURRENCY: References to contemporary lifestyles are obscured by religious and traditional stories.

Overall Assessment and Recommendations

SUMMARY: The analysts unanimously report this reading series to be inappropriate and unacceptable for use in the United States. The cultural irrelevance is cited as the primary target of criticism. The instructional design is also highly inadequate. Not one of the design constructs exhibits a minimal amount of continuity. Furthermore, the reading material is very difficult. Level one requires the learner to read cursive writing, and the very first reading selection in this series is a story more than 250 words in length. If this program were selected for use in the United States, the first level would have to be used on the third-grade level.

LECTURAS ESCOLARES

Identification and Background

TITLE: Lecturas Escolares

AUTHORS: Antonio Alvarez Pérez, et al.

PUBLISHER: Editorial Muñon, S.A.; Plaza Mayor, 7; Valladolid, España (distributed by Anaya-Las Americas Spanish Book Center; 152 East 23rd Street; New York, NY 10010)

COPYRIGHT: 1968-70

MEDIUM: print (readers)

COMPONENTS:
Lecturas escolares 1-6 (readers)

SUBJECT AREA: reading

CURRICULUM ROLE: basic

GRADE LEVELS: 1-6 (for use in Spain)

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Language is characteristic of usage in Spain and contains culturally charged regionalisms.

LANGUAGE LEVEL: 1-6, advanced.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: (implied) To present students with a series of appealing and attractive reading selections that will encourage them to read.

LEARNER GOALS: (implied) To help students to appreciate and enjoy varied reading selections; to improve their reading abilities and comprehension; and to enrich their vocabulary.

LEARNER OBJECTIVES: Not stated; left entirely to the user.

Second Instructional Design Construct: Contents

SCOPE: The first two readers combine traditional and contemporary children's poetry with brief stories written by the authors. Beginning on the third level, selections represent more widely recognized writers. Most exercises are limited to either comprehension questions or vocabulary development.

SEQUENCE: The degree of complexity of the selections increases. A fixed linear route is implied for all learners.

Third and Fourth Instructional Design Constructs

METHODOLOGY: The reading selections are followed by explanations of terms and expressions, vocabulary enrichment exercises, and questions for comprehension and discussion.

MEANS OF EVALUATION: There are no accommodations for the assessment of learner progress.

Congruence of Four Instructional Design Constructs

SUMMARY: The authors do not clearly define the intents; the methodology is repetitive; and there is no evaluation construct in the materials available for analysis.

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Additional Considerations

PHYSICAL DESCRIPTION: Illustrations are colorful and attractive. All books are softcovered.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: Since this material was developed for use in Spain, many of the cultural aspects and some of the vocabulary will not be relevant to the U.S. learner. Blacks are depicted in servile roles, e.g., page 63, level two. Many religious stories appear throughout the series, e.g., "The Virgin Mary," page 58, level two; "The Divine Maiden," page 41, level four; "The Pure Virgin Walks," page 78, level three; "The Straw and the Crib," page 76, level six.

CURRENCY: One analyst questions the value of including selections written by nineteenth-century moralist authors (pages 14, 18, 23, 30, book three). Contemporary selections are in the minority.

Overall Assessment and Recommendations

SUMMARY: Many of the selections exhibit exaggerated moralistic and religious attitudes, e.g., a bird becomes a victim and dies for having stolen a grain of wheat. A strikingly morbid attitude is conveyed to the learner as well. There are depictions of the deaths of a deer, fox, mouse, bird, snail, cat, rabbit, dog, frog, and donkey. And, in most cases, death is caused by bodily injury. When El Cid is introduced, the scene is, of so many possibilities, his burial. On page 114 of the fifth reader, there is a horrid illustration of a bleeding head separated from the body.

Based on literary value alone, books four through six could be used as a teacher resource or for supplemental purposes for, because of the complexity of the language, grade levels six through eight. An important consideration is that these readers are designed primarily to develop comprehension. The approach to each selection is identical and there is no attention paid to prereading and reading skills. In fact, the first reader is intended for learners who already know how to read.

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LENGUA ESPAÑOLA

Identification and Background

TITLE: Lengua Española

AUTHORS: Almendros; Alvero

PUBLISHER: Cultural Centroamericana, S.A.; Guatemala (The publisher is also the distributor.)

COPYRIGHT: 1971-73

MEDIUM: print (consumable text/workbooks)

COMPONENTS:
Lengua española 1-6 (text/workbooks)

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 1-6

POPULATION CHARACTERISTICS: (implied) Cuban-Americans

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. Some lexical items characteristic of usage in Cuba.

LANGUAGE LEVEL: 1-6, advanced.

122

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: The learning of language must have a functional aspect; to begin with, the language itself, familiar to the learners, should be natural and used freely in their daily lives.

LEARNER GOALS: (implied) To develop more useful and usable skills in language arts.

LEARNER OBJECTIVES: To make the study of language stimulating; to help students learn to express personal feelings orally and in written form; and to involve actively learners in the learning process.

Second Instructional Design Construct: Contents

SCOPE: The material covers a broad list of language arts and reading skills: color recognition; sequencing; oral and written expression; observation; orthography; grammar, including syntax; decoding. There is also a number of stories, songs, and poems.

SEQUENCE: Sequence is fixed for all learners. Lessons move from concrete to abstract, corresponding to the degree of complexity of the material.

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Third and Fourth Instructional Design Constructs	Additional Considerations
METHODOLOGY: The developer emphasizes the importance of self-expression. Consequently, levels one through three deal extensively with composition and oral expression. Beginning toward the end of level three, an increasing amount of time is dedicated to grammar and reading. Judging from the remarks directed to the teacher and as inferred from the materials, the methodology seems to be primarily didactic. For example, on page 49 of the sixth book, demonstrative adjectives and pronouns are described and differentiated; following this, there is a group of sentences in which both demonstrative pronouns and adjectives appear, and students are to underline the adjectives. **MEANS OF EVALUATION:** No evaluative instruments have been incorporated into this program.	**PHYSICAL DESCRIPTION:** The textbooks are softbound but durable. The type size corresponds to the grade level appropriately, it seems to analysts. Indexes are provided in each book, and on levels two through four there are common pronunciation errors listed. **SOURCE:** Spanish materials developed abroad without adaptation for use in the United States. **COMMUNITY ACCEPTANCE/FAIRNESS:** Most of the children depicted are white and of middle-class extraction. Some religious themes and stories are evident, e.g., page 54, level three, "The Birth of Christ." **CURRENCY:** The material presented is relatively consistent with trends in language arts teaching in the United States.
Congruence of Four Instructional Design Constructs	**Overall Assessment and Recommendations**
SUMMARY: Only the first-level book is supplied with teacher instructions. There are no accommodations for the measurement of learner progress.	**SUMMARY:** This series has been found to be attractive in that it covers a broad scope of language arts in considerable depth. Material is carefully ordered. The amount of Cuban culture which is represented – e.g., writers and stories written by Cuban children – would indicate that this series would be most adaptable to learners with Cuban or Cuban-American parents, as opposed to other Spanish-speaking populations.

LENGUA ESPAÑOLA

Identification and Background

TITLE: Lengua Española

AUTHOR: Delia Díaz del Villar

PUBLISHER: Cultural Centroamericana, S.A., de Guatemala (distributed by Lectorum Publications; 137 West 14th Street; New York, NY 10010; Arhe, Inc.; 505 Fifth Avenue; New York, NY 10017; and Spanish Book Corporation of America; 115 Fifth Avenue; New York, NY 10019)

COPYRIGHT: 1970-74

MEDIUM: print (consumable text/workbooks)

COMPONENTS:

Lengua española 1-6 (text/workbooks)
Guía para el maestro 1-6 (teacher's guides)

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 1-6

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. Uses culturally charged language which is evident in the fables and poems.

LANGUAGE LEVEL: 1-6, advanced.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: To facilitate the learning of the four basic language skills, to develop an appreciation for aesthetics, and to aid in the development of values.

LEARNER GOALS: The author states goals for each level in the teacher's guides. The following is a sampling of the goals from several different levels:

(1) to guide the child's first steps in speaking and writing the language, through fun and experiences;

(2) to accomplish the task of seeing that the student becomes aware of the great social impact of language as a means of communication;

(3) to [help the child] learn about culture and literature through language experiences; and

(4) [to enable] children to excel in oral and written expression through a better understanding of language.

LEARNER OBJECTIVES: The objectives are individually presented for each lesson. They are characterized by the teaching of concepts and comprehension, the teaching of attitudes and appreciation, the teaching of skills and abilities, and the teaching of good habits. Examples follow:

(1) The child will enrich his vocabulary.

(2) The child will practice orally.

(3) [Children will have instilled in them] an awareness of cultural values . . .

Second Instructional Design Construct: Contents

SCOPE: The emphasis on the four basic language skills is most evident in books one through three. Grammar, or the structure of language, is treated comprehensively in books four through six. And culture–through the presentation of poems, fables, short stories, and biographies–is present throughout the entire program.

SEQUENCE: The material follows a linear route with fixed entry and exit points based on increasing complexity.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: The author provides an explanation, complete with objectives and step-by-step instructions for the teacher's use, in the guides. Activities are teacher-centered. The methodology is clearly didactic, which implies that the learner's role is clearly passive. In the opinion of one analyst, the teaching of poems, fables, and other literary works adds a dimension of sensitivity in the learning process.

MEANS OF EVALUATION: The author advocates observation as a means of evaluation. Specific forms of evaluative tools are not written into the materials.

Congruence of Four Instructional Design Constructs

SUMMARY: It is rare that affective goals and objectives are congruent at all; yet the literary works do link these goals to the content organization in the material. All else is seemingly congruent with one exception: Evaluation is not sufficiently described.

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Additional Considerations

PHYSICAL DESCRIPTION: Books one through four are softcovered, consumable workbooks. Five and six are hardcovered and though there is space left for the answering of questions it is doubtful the students would write in them. The guides are all softcovered.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: Religious attitudes appear in illustrations and literary passages. Females are engaged in activities which are traditional. And, a middle-class life style is given predominant attention.

ACCURACY: There are a few inaccuracies which are not of a serious nature. "Pasteurizada" and "que" are misspelled, for example.

Overall Assessment and Recommendations

SUMMARY: One analyst reports a strong emphasis on middle-class value formation in the first three books, while the second three are more concerned with language arts skills. The presentation of values along with the didactic methodology and rigid sequencing of the content are three particularly unattractive elements of this product.

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LENGUA ESPAÑOLA

Identification and Background

TITLE: Lengua Española

AUTHORS: Aurelio Labajo Pelló, et al.

PUBLISHER: Editorial Bruño; Marqués de Mondéjar, 32; Madrid – 28 (distributed by: Spanish Language Multimedia; P.O. Box 1111; Glen Rock, NJ 07452; Anaya-Las Americas Spanish Book Center; 152 East 23rd Street; New York, NY 10010; Eliseo Torres; 17 East 22nd Street; New York, NY 10010; Spanish Book Corporation of America; 115 Fifth Avenue; New York, NY 10019)

COPYRIGHT: 1971-73

MEDIUM: Print (textbooks, a consumable text/workbook, and consumable workbooks)

COMPONENTS:

Libro de consulta y fichas de trabajo 1 (text/workbook)
*Libro de consulta 2-6, 7-8** (textbooks)
*Fichas de trabajo 2-6, 7-8** (workbooks)
Fichas aprende a redactar 1-5 (composition workbooks for levels 1-5)
*Fichas aprende a redactar 1-7, 8-10** (composition workbooks for levels 6-8)
*Guía didáctica** (teacher's guide for composition workbooks)
*Fichas recuperación lingüística 1-5** (recycling materials)

* not available for analysis

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 1-8 (for use in Spain)

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. Some lexical items are characteristic of usage in Spain.

LANGUAGE LEVEL: 1-8, advanced.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: (implied) To provide a comprehensive course of study designed to cover, with the exception of reading, all aspects of Spanish language arts on the elementary school level.

LEARNER GOALS: (implied) To learn the mechanisms of the Spanish language, viz., grammar, syntax, composition, oral expression, vocabulary enrichment, and reading comprehension (though to a lesser extent).

LEARNER OBJECTIVES: Only objectives which apply to the composition workbooks are specified by the developers. They are, paraphrased: to encourage creativity, to develop observation skills, and to develop precise written expression.

Second Instructional Design Construct: Contents

SCOPE: Each unit is a complex, exhaustive accumulation of concepts. Textbooks one-through-three give a basic introduction to all areas of language arts. Levels four-through-six elaborate on these areas and take into consideration more profound linguistic concepts, semantics for example, and literary analysis.

Major concept and subject areas encompass: initial vowels and consonants, opposites, word order, reading comprehension, vocabulary enrichment, grammar study (parts of speech, linguistic analysis, concepts of number and gender, irregular verbs, verb conjugations), orthography, overall view of other languages spoken in Spain, learning to listen, question formation, and conversation.

Writing skills are developed via fill-in and free expression exercises, using adjectives, adverbs, synonyms, antonyms, phrases, diminutives, augmentatives, comparisons, images, and metaphors. Students read samples of and practice writing narratives, essays, letters, stories, dialogs, and verse.

Editorial Bruño readers are recommended; however, they are not part of the program.

SEQUENCE: The order in which the material is arranged is inflexible and based on increasing complexity. All students enter the learning route at the same point. *Fichas de recuperación,* not available for analysis, appear to be supplementary learning activities to be used for recycling.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: Analysts infer from the student's textbooks and workbooks that the teaching methodology is didactic. Learners appear to play active roles in the learning process. Goals and objectives are fixed for all learners.

The developer's description of the methodology, learning environment, and use of the various components is either in materials not submitted for analysis or simply nonexistent.

Composition is taught gradually through word and phrase substitution, sentence rejoinders, guided composition, and free expression. The beginning exercises are more reminiscent of vocabulary development activities. Though not available at the time of analysis, guides describe the teaching methodology for the composition segment.

MEANS OF EVALUATION: Materials analyzed contain no means of evaluation.

Congruence of Four Instructional Design Constructs

SUMMARY: The apparent failure to provide an evaluation component weakens the program.

Additional Considerations

PHYSICAL DESCRIPTION: The student workbooks are consumable. All materials are softcovered.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: Many references are made to Roman Catholic teachings, e.g., "Cada día, en cualquier momento, habla con el Señor, tu Dios." Women and men are depicted in traditional roles. The illustrations do not depict black people.

Overall Assessment and Recommendations

SUMMARY: This series is a comprehensive, structured, and accelerated Spanish language arts program. If it is selected, the teacher can expect to do a good deal of preparation to compensate for the difficulty of the material. For example, in the first 27 pages of book one, one reading selection contains some 100 words, words up to 12 letters in length appear, and learners are expected to read cursive writing. Native fluency would be a minimal requirement.

In contrast, analysts applaud the composition workbooks for their gradual and systematic approach to teaching writing. Although some of the exercises are brief and the materials do not offer all that is needed to develop composition, one analyst feels that these workbooks deserve special attention. They may be used independently of the language arts program as a supplementary material to develop individual written language proficiency on any grade level.

LENGUA ESPAÑOLA

Identification and Background

TITLE: Lengua Española

AUTHOR: Antonio Alvarez Pérez, et al.

PUBLISHER: Editorial Muñón, S.A.; Plaza Mayor, 7; Valladolid, España (distributed by Anaya-Las Americas Spanish Book Center; 152 East 23rd Street; New York, NY 10010)

COPYRIGHT: 1971-73

MEDIUM: print (textbooks and consumable workbooks)

COMPONENTS:

Lengua española 1-4, 5, 6, 7** (textbooks)
*Fichas de trabajo 1-6, 7** (workbooks)
*Fichas de desarrollo 1-7*** (workbooks for advanced learners)
*Guía: sugerencias didácticas para el profesor 1-5**, 6-7** (teacher's guides)
*Control de evaluación 1-5, 6-7** (answer books)

*not available for analysis

**The 1-5 guides, as well as the *Fichas de desarrollo 3-7*, are designed to be used simultaneously with the A. Alvarez, et al., *Nueva Matemática, Lengua Española,* and *Nuestro Mundo* social/natural science series.

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 1-7 (for use in Spain); 2-8 (as assessed by analysts for use in the United States)

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. Some vocabulary words and syntax are characteristic of usage in Spain.

LANGUAGE LEVEL: 2-8, advanced.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: "Inspired by the noble desire to contribute to the efficiency of the educational process...the team of ALVAREZ authors have dedicated themselves to the incorporation of real experiences in all scholastic areas, the fruit of which is the didactic material that is offered to our friends [learners]."

LEARNER GOALS: Goals are stated in very general terms: oral comprehension, oral expression, reading comprehension, written expression.

LEARNER OBJECTIVES: Objectives are stated once for an entire week's lessons. They are specific and broken down into categories. These sample objectives from each category have been selected from week 13, unit three:

reading: Learners will appreciate imagery in reading.
writing: The learners will copy a poem.
composition: Learners will rewrite poetry and fables in prose.
orthography: Learners will observe orthographic vocabulary in the context of sentences.
grammar: Students will learn the correct and functional use of the article.
oral and written expression: To correct diction.
vocabulary: To form families of words.

Second Instructional Design Construct: Contents

SCOPE: The topics which are covered on all levels, each time in greater depth, are: syntax, grammar concepts (parts of speech, verb tenses, plurals, etc.), morphology, orthography, writing (copying, dictation), reading comprehension, and oral expression.

SEQUENCE: All students follow a linear route, based on increasing complexity. *Fichas de desarrollo* are branching materials designed to be used by more advanced learners. Space is provided in the workbooks for reinforcement and recycling activities. All indications are that these activities are to be teacher-made.

Third and Fourth Instructional Design Constructs

METHODOLOGY: According to the developers, the structure of each topic is quite simple and in agreement with the capabilities of the learners at each grade level. At the beginning of each guide, the ages of the intended learners are listed, along with some insight into their characteristics and interests.

The material is apportioned into 32 weekly units, and the developers give detailed instructions of how topics are to be handled. In most cases, the material is presented under headings similar to those which separate the objectives. General guidelines for the teaching of less-involved facets of the program, vocabulary for example, can be found in the introductory section. Subsequently, teaching of reading and grammar receive more attention throughout the guides.

The methodology is fundamentally didactic; yet, some inquiry techniques are employed. For example, students are to discover the reason "niño El corre," "ladra perro El," and "El calienta sol" make no sense is that sentences have specific word order. The learner's role is characterized by interaction with the teacher when involved in class activities, with other learners when involved in group activities, and with the materials when working individually.

MEANS OF EVALUATION: The developers state that evaluation is to yield information relevant to the degree to which the students have achieved the objectives; to how and to what extent desired changes in behavior are made manifest; to modifications of the teaching methodology and instructional materials; and to the efficiency of the program itself. Furthermore, the need for placement tests and continuous assessment is expressed.

Recommendations for handling evaluation are suggestive and lack substance, e.g., systematic observation, analysis of classwork, planning of situations in which the student must apply knowledge, questions, and conversations.

At the bottom of the last workpage of the week there are two boxes. Students place their personal assessment of how well they have performed in one box, and the teacher, using the *Control de evaluación* answer books, places his/her assessment in the remaining box, based on a seven-point scale. Suggestions for interpretation of results and indications of how the results might affect the learning process are not given.

Congruence of Four Instructional Design Constructs

SUMMARY: Seemingly, the authors understand the importance of evaluation materials and yet have not developed a means of evaluation which satisfies their rationale for having one. It is doubtful that the use of classwork for evaluation purposes will indicate if the learner has achieved the objectives, if the teaching methodology is appropriate, or if branching and recycling might be used effectively.

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Additional Considerations

PHYSICAL DESCRIPTION: Levels one through five of the guides and three through seven of the *Fichas de desarrollo* are designed to be used with the Alvarez mathematics, social/natural science, and language series simultaneously. All materials are softcovered. Workbooks are consumable.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: Boys and girls are frequently depicted in separate roles, e.g., book one, page 10, book two, page 102, book four, page 113. Blacks are not depicted and religious themes run throughout.

The cultural representations, and even the curricular design, are not at all relevant to learners living in the United States.

Overall Assessment and Recommendations

SUMMARY: It is quite clear that this program is designed to be used in Spain. So strong and recurrent are religious themes that it is doubtful that a Spanish-speaking population in the United States, which does not subscribe to Roman Catholic beliefs, would consent to its use. The material is also very difficult and it is suggested, if they are selected for use in the United States, that the materials be used one to two years above the intended levels.

The content is very comprehensive. There is some attention paid to individual learner differences, and flexibility in the methodology is evident. It is noteworthy that the guides are quite helpful. The absence of an adequate evaluation component does not complement these strengths, however. It seems as if the expressed need for evaluation materials has been inspired, and perhaps overshadowed, by a more basic necessity: that of agreeing with the philosophy of the E.G.B.

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EL LENGUAJE

Identification and Background

TITLE: El Lenguaje

AUTHORS: A. de Diego, et al.

PUBLISHER: Editorial Vicens-Vives; Avenida de Sarriá, 132; Barcelona – 17 (distributed by Spanish Book Corporation of America; 115 Fifth Avenue; New York, NY 10019; and by Spanish Language Multi-Media; P.O. Box 1111; Glen Rock, NJ 07452)

COPYRIGHT: 1971-74

MEDIUM: print (textbooks and consumable workbooks)

COMPONENTS:

Descubro el lenguaje 1^er curso (textbook)
Amplio el lenguaje 2° curso (textbook)
Avanzo en el lenguaje 3^er curso (textbook)
Consolido el lenguaje 4° curso (textbook)
Perfecciono el lenguaje 5° curso (textbook)
Lenguaje orbe 6° curso (textbook)
*Lenguaje orbe 7° curso** (textbook)
*Lenguaje orbe 8° curso** (textbook)
*Cuaderno, ficha del alumno 1-6, 7-8** (workbooks)
*Evaluación continua 1-8** (evaluation materials)
*Guía didáctica 1-8** (teacher's guides)

*not available for analysis

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 1-8 for learners in Spain (3-10, in the analysts' opinion, for learners in the United States)

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. A good number of the lexical items are characteristic of usage in Spain.

LANGUAGE LEVEL: 4-9, advanced.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: Children possess an ability to use language which is superior to their capacity to reflect on the language. This series has been developed to improve the learner's understanding of language.

LEARNER GOALS: (implied) To improve the learner's linguistic competence and further develop the language arts skills.

LEARNER OBJECTIVES: (implied) To enrich vocabulary and to develop an understanding of the fundamental concepts of Spanish syntax and other elements of grammar. To improve abilities in reading comprehension and oral and written expression.

Second Instructional Design Construct: Contents

SCOPE: This program covers reading comprehension, vocabulary enrichment, oral and written expression, orthography, syntax, and writing. The emphasis on the skills varies according to level. The range of topics and skills covered seems appropriate to the depth in which they are handled. Reading selections begin as short narratives and poems, and are expanded later in the program to include more complex selections by famous writers from Spain and by other Hispanic authors.

SEQUENCE: The entry and exit points are fixed for all learners. The material is presented in an order of increasing complexity and depth.

Third and Fourth Instructional Design Constructs

METHODOLOGY: The developers claim that the methodology is designed to stimulate all the student's faculties. The varied activities are likely to hold the learner's interest. Learners are given the opportunity to express their own opinions in guided composition exercises; however, for the most part, their role is passive. The methodology is didactic, following an inductive approach. Interaction is limited to the teacher and one or more students, and all learners are expected to proceed at the same rate. The following sequence typifies the presentation of the material: (1) reading of the passage and answering questions; (2) vocabulary enrichment; (3) grammar lesson/exercises.

MEANS OF EVALUATION: The evaluation materials were not available for analysis.

Congruence of Four Instructional Design Constructs

SUMMARY: The goals and objectives are not clearly stated; however, they may well be listed in the guides, which the analysts did not see.

Additional Considerations

PHYSICAL DESCRIPTION: The program consists of eight textbooks and eight softcovered consumable workbooks. A teacher's guide (or guides) is mentioned in the introductory notes; however, none was available for analysis. The illustrations are cartoon-style, and, though very colorful, not always interesting.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: On page 60 of level three, there is a short reading selection about the Sioux. The narrator is a Sioux child who states, ". . . soy una pequeña pielroja. . ." [I am a little redskin]. The accompanying illustration depicts the Sioux with bright red skin.

Most of the cultural matter involves Spain's history and culture. Persons depicted are generally of white middle-class extraction.

ACCURACY: Page 58 of book one has the non-Spanish "el zoo," which should be "el parque zoológico," "el jardín zoológico," or simply "el zoológico."

Overall Assessment and Recommendations

SUMMARY: This program could not be used with Spanish-speaking learners in the United States on the grade-levels specified by the developers. One analyst suggests level one be used in the third grade and the others should follow sequentially.

The contents are very comprehensive in the area of language; however, a more complete reading program should be used in conjunction with these materials, if they are selected. The inductive approach to the teaching of grammar is certainly not a strong point of this series. Cultural representations reflect only a marginal relevance to the lives of Spanish-speakers living in the United States.

LENGUAJE EN ACCIÓN

Identification and Background

TITLE: Lenguaje en Acción

AUTHORS: Santiago Echeverría José María Ministral

PUBLISHER: Editorial Vicens-Vives; Avenida de Sarriá, 132; Barcelona - 17 (distributed by Spanish Book Corporation of America; 115 Fifth Avenue; New York, NY 10019; and by Spanish Language Multimedia; P.O. Box 1111; Glen Rock, NJ 07452)

COPYRIGHT: 1971-74

MEDIUM: print (textbooks and consumable workbooks)

COMPONENTS:

Lenguaje en acción 1-5 (textbooks)
Cuaderno – ficha del alumno 1-5 (workbooks)
Evaluación continua 1,2, 3, 4*, 5* (evaluation materials)
*Guía didáctica 1-5** (teacher's manuals)
*not available for analysis

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 1-5 (for use in Spain); 2-6 or 3-7 (as assessed by analysts for use in the United States)

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: 2-6 or 3-7, advanced.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: (implied) To present a language arts program focusing on grammar, orthography, and language usage.

LEARNER GOALS: Left entirely to user.

LEARNER OBJECTIVES: Objectives, which can be inferred from the introductory remarks in each textbook, are very general. For example: To learn simple grammatical definitions; to learn basic rules for the correct use of letter combinations; to enrich the learner's vocabulary; and to study simple sentences and their grammatical structure.

Second Instructional Design Construct: Contents

SCOPE: Each of the five levels is addressed to grammar, language, and orthography. A thematic context is given to each unit through reading selections. Teaching of reading, however, does not receive the central focus of the program. Parts of speech, accentuation, punctuation, sentence analysis, prefixes, suffixes, verb forms, word families, spelling, vocabulary enrichment, letter groupings, syllables, and the like all receive primary attention.

SEQUENCE: The sequence is linear. Points of grammar and orthography are expanded and treated in greater depth in units which follow the initial presentation. Entry and exit points appear to be fixed.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: The learning process is approached from the point of view that learners, by being familiar with descriptions of language, will apply what they know about language to complete exercises correctly, and, in turn, to use language correctly. The methodology is didactic. It is suggested that students may work in groups, but no suggestions for grouping are made. There is little opportunity for interaction among learners.

MEANS OF EVALUATION: For each grade level, there is an accompanying booklet of mastery tests to be administered after several units have been completed. Either the students or the teacher may correct the tests. Learners are required to identify forms of words, e.g., a feminine noun or the superlative of an adjective.

Congruence of Four Instructional Design Constructs

SUMMARY: The design constructs appear to be fairly congruent; however, there is no clear statement, in the materials available to analysts, of goals presented in the materials.

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Additional Considerations

PHYSICAL DESCRIPTION: Textbooks and workbooks alike are softbound. The illustrations are in color but rather uninteresting.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: Many religious references are apparent, e.g., the reading for unit 11, book five, involves a passage from the bible. No black children appear in the illustrations.

ACCURACY: A grammar rule on page 23 of book two reads, "Delante de M siempre se escribe P nunca N." Correctly, the rule is, "Delante de P siempre se escribe M nunca N."

Overall Assessment and Recommendations

SUMMARY: Adoption of this program for use in bilingual bicultural programs in the United States is not highly recommended. The content organization is repetitious and boring throughout five school years of language study. But, more important, there are no accommodations for individual learner differences, and the methodology is based on the assumption, questionable according to many language authorities, that the learner's language habits will be improved by learning rules which describe regularities and irregularities.

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MÉTODO ALPHA

Identification and Background

TITLE: Método Alpha

AUTHORS: Isabel Cid Sirgado, Perla Sánchez Aldama

PUBLISHER: L.A. Publishing Company, Inc.; 40-22 23rd Street; Long Island City, NY 10019 (The publisher is also the distributor. Also distributed by Anaya-Las Americas Spanish Book Center; 152 East 23rd Street; New York, NY 10010)

COPYRIGHT: 1974

MEDIUM: print (consumable workbooks)

COMPONENTS:

Primera cartilla
Segunda cartilla
Tercera cartilla
Libro A
Libro E
Libro I
Libro O
Libro U

SUBJECT AREA: language arts (reading and writing)

CURRICULUM ROLE: basic

GRADE LEVELS: k-1

POPULATION CHARACTERISTICS: Not stated (most suitable for east-coast Spanish-speaking children in the opinion of one analyst).

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: k-1, advanced.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: (implied) To provide materials which make use of a phonetic approach to reading and writing.

LEARNER GOAL: (implied) Children will learn decoding skills.

LEARNER OBJECTIVES:

"(1) To identify identical initial sounds.
(2) To establish relationships between concepts (pictures) and words.
(3) To develop the ability to understand and follow oral instructions.
(4) To exercise motor coordination through writing."

Second Instructional Design Construct: Contents

SCOPE: Initial emphasis is on sound recognition and production, beginning with the vowel sounds and their corresponding graphemes. Recognition of consonant sounds and sound-symbol correspondences are treated concurrently in the context of syllables. Sounds represented by more than one grapheme are covered with each appropriate letter. Presentation of vowel and consonant sounds and consonant blends are treated in initial position. Writing and reading practice follow the introduction of each new grapheme in the *cartillas*.

SEQUENCE: The material follows a progression from simple to complex, beginning with simple sounds and moving to syllabication, words, and sentences. Entry and exit points are the same for all students and are left entirely to the teacher.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: The only instructions listed by the developers appear in a section called "Al maestro" on the back covers of the A, E, I, O, U workbooks.

"Each workbook presents exercises so that the child will learn to recognize those words with initial sounds identical to the vowel that is being studied.

Show the drawings and make sure the students can identify them.

Later, ask the student to mark with an X the drawings that begin with the sound of the vowel.

At the end of the workbook lines appear so that the child can practice writing."

All else is left to the user. Reading and the majority of the writing activities are found in the *cartillas.*

MEANS OF EVALUATION: Neither procedures nor recommendations for assessing learner progress have been included.

Congruence of Four Instructional Design Constructs

SUMMARY: Goals are not stated, user instructions are incomplete, and evaluation tools have not been included.

143

Additional Considerations

PHYSICAL DESCRIPTION: This program is fully consumable. The vowel workbooks are roughly 15 pages long; the *cartillas* range from 58 to 88 pages. Some drawings may be difficult for younger learners to identify.

SOURCE: Materials developed especially for ethnic-American needs.

COMMUNITY ACCEPTANCE/FAIRNESS: White children appear exclusively in the illustrations and the developers favor affluent middle-class attitudes. On page 70 of *Tercera cartilla,* a young girl is promised a trip to Prague if she gets the best grades in the class. This thought is far from the realm of reality the children are familiar with.

ACCURACY: Some of the drawings are difficult to identify, e.g., page 48 of *Primera cartilla.* It is not clear what the *aldaba* (knocker) is.

Many sentences are meaningless and used for the sole purpose of providing decoding material, e.g., page 50, *Primera cartilla:* "La aldaba la di a Lola" and "Ada vino al alba." Other sentences may be confusing for the age levels of the children, e.g., page 82, *Tercera cartilla* "En la pared de la gruta hay una grieta."

Overall Assessment and Recommendations

SUMMARY: Very little direction is given to the teacher for the use of these materials and no direction for evaluating results. Both analysts feel coverage is cursory.

One analyst finds the language used in most common to east-coast urban learners as exemplified through the use of words such as *pana, plátano,* and *nena,* however, the developers failed to represent the realities of these groups in the graphics.

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MI AMBIENTE Y YO

Identification and Background

TITLE: Mi Ambiente y Yo

PRODUCER: Corpus Christi Public Schools; Corpus Christi, Texas

PUBLISHER: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721 (The publisher is also the distributor.)

COPYRIGHT: 1975, revised edition

MEDIUM: print (teacher's manual/activity book)

COMPONENT:
Mi ambiente y yo

SUBJECT AREA: language arts: aural-oral skills

CURRICULUM ROLE: basic

GRADE LEVEL: kindergarten

POPULATION CHARACTERISTICS: (implied) Mexican-American learners

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. Some vocabulary is characteristic of use in the southwestern United States, e.g., guajalote [turkey]; *zacate* [hay]; *betabeles* [beets]; tecolote [owl].

LANGUAGE LEVEL: k, intermediate.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: To extend aural and oral communication skills and to develop concepts relating to these skills.

LEARNER GOALS: To enhance the learner's self-image through recognition and appreciation of cultural heritage; to increase the pupil's feelings of confidence in the use of Spanish and to increase security through the utilization of Spanish; to enlarge the learner's vocabulary through presentation of sentence patterns related to all academic areas; and to extend knowledge of Spanish songs, poems, stories, folklore, and fables.

LEARNER OBJECTIVES: Objectives are stated in performance terms before each unit, e.g., "The child will be able specifically to identify immediate members of the family, as measured by the teacher. . . The pupil will be able to use vocabulary related to Halloween. . . as measured by the teacher."

Second Instructional Design Construct: Contents

SCOPE: Oral language is practiced using basic structures of Spanish in various contexts and with new vocabulary. Emphasis is placed on word order (placement of adverbs, adjectives, negative words); changes in verb and noun forms; and agreement. The contexts in which language is taught deal with school, family, community helpers, colors, clothes, food, animals, and holidays. Suggested supplementary activities involve games and songs. Each unit begins with an introductory section which lists new vocabulary, necessary materials, instructions, and a projected time limit. This material is not lacking in either breadth or depth.

SEQUENCE: The authors suggest that teachers select the patterns they feel are best suited to the needs of their learners within the framework of sequential development.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: The methodology is audiolingual in the strictest sense. Directions are given for the use of hand signals in eliciting responses and choral repetition. A typical lesson proceeds in the following fashion: vocabulary (in Spanish and English), objectives, instructions to the teacher, language pattern drills. All teacher instructions are in English. Songs, games, and folklore of the southwestern United States promote the learners' knowledge of their heritage.

MEANS OF EVALUATION: The developers suggest that teachers monitor learner progress; however, no directions are given as to how this task is to be handled or how results are to be used.

Congruence of Four Instructional Design Constructs

SUMMARY: Without a means of evaluation, it is impossible for the teacher to find out if learners are achieving the objectives and, in turn, realizing the goals.

Additional Considerations

PHYSICAL DESCRIPTION: One softcovered spiralbound teacher's manual constitutes the entire program. Although no visuals are provided, those that are necessary would not be hard to find.

SOURCE: Materials developed especially for ethnic-American needs.

ACCURACY: Some very minor accent omissions have been reported.

Overall Assessment and Recommendations

SUMMARY: The subject matter is appropriate to the kindergarten child as it is addressed to the learner's immediate environment. Activities are varied, and a host of supplementary activities in the form of songs and games has been included. Cultural elements encompass a mixture of American and Hispanic flavorings.

This seems to be a very useful program for the enrichment of vocabulary and for the teaching of syntax; however, the audiolingual methodology appears to be a little too rigid for the acquisition of the native language. Nevertheless, a favorable recommendation is given by analysts.

MUNDO NUEVO (PRIMERA ETAPA)

Identification and Background

TITLE: Mundo Nuevo (primera etapa)

AUTHORS: Department of Education, Anaya

PUBLISHER: Ediciones Anaya, S.A.; Salamanca: L. Braille, 4 (distributed by Anaya-Las Americas Spanish Book Center; 152 East 23rd Street; New York, NY 10010)

COPYRIGHT: 1972-74

MEDIUM: print (readers and consumable workbooks)

COMPONENTS:

Libro de lecturas 3-5 (readers)
1 Libro de trabajo I-II (reader/workbook)
2 Libro de trabajo I-II (reader/workbook)
3 Libro de trabajo (workbook)
4 Libro de trabajo (workbook)
5 Libro de trabajo (workbook)

SUBJECT AREAS: language arts/reading

CURRICULUM ROLE: basic

GRADE LEVELS: 1-5 for learners in Spain (One analyst assesses the grade levels to be 3-7 for learners in the United States.)

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. Uses culturally charged language characteristic of usage in Spain; for example, the speaker's mood can be affected by the use of the second person plural.

LANGUAGE LEVEL: 3-7, advanced.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: "Once the students have grasped the mechanics of reading and writing they should concentrate on the development of fluency, reading comprehension, and accurate expression of thoughts using both oral and written language."

LEARNER GOALS: It is not the purpose of the program to teach reading but to acquaint the learner with reading material. It can be inferred that the goals developed under the Nuevas Orientaciones of the General Basic Education (EGB) law in Spain apply to all levels of this program in spite of the fact that they are only listed in the fifth book:

- To become familiar with the value of variety in vocabulary and to utilize more precise words;
- To develop expression and personality in the form and content of language;
- To understand and express thoughts in sentences of certain complexity;
- To perfect techniques of study: frequent use of the dictionary;
- To selectively utilize different means of obtaining information; and
- To develop a functional knowledge of the fundamental elements of syntax in order to acquire the capacities of expression and comprehension.

LEARNER OBJECTIVES: Not specified.

Second Instructional Design Construct: Contents

SCOPE: The material is covered in survey fashion; yet the reading and language arts skills are continually repeated. They include silent and oral reading, vocabulary development (structural analysis, sight vocabulary, dictionary usage), reading comprehension, observation and interpretation, writing, grammar, and orthography.

The first two levels present reading selections which are part of a major story that runs throughout both books along with related exercises. Levels three through five are more reminiscent of anthologies, again with accompanying exercises, but with emphasis on comprehension and analysis.

SEQUENCE: The students are to follow a fixed linear sequence based on increasing difficulty of reading material and related exercises. Only level two contains optional reading selections for advanced readers.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: The developers state categorically that since the teachers have knowledge of both teaching and the composition of the learners in their individual teaching situations, they are the most qualified to decide how the materials should be used. There are only brief introductory remarks and suggestions at the beginning of each book, e.g.,

"One system [of use] could be:

- silent reading
- completion of exercises
- oral reading
- review of exercises by students
- exercises suggested by the teacher"

MEANS OF EVALUATION: Neither procedures nor recommendations are provided for assessing learner progress.

Congruence of Four Instructional Design Constructs

SUMMARY: The developers have ignored evaluation, objectives are not supplied, and directions for use are scant and shoddy.

150

Additional Considerations

PHYSICAL DESCRIPTION: Each level consists of two books. The exercises for levels one and two follow the reading selections; those for levels three through five are in separate workbooks. The illustrations are colorful. All materials are softbound.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

TEACHER PREPARATION: In order to use these materials effectively, teachers must have some background in the teaching of reading.

COMMUNITY ACCEPTANCE/FAIRNESS: Some religious themes have been reported; however, there are problems of much greater magnitude and severity. On page 10 of level two, the student is asked to distinguish among a picture of a white man dressed in a suit, a Chinese person, and a black man wearing a bone necklace. In the same book, on pages 39-41, blacks are depicted wearing a minimum of clothing and hunting with spears. Throughout the program, blacks invariably appear as indigenous, primitive people. Similarly, native Americans are stereotypically portrayed, on page 65 of level three, wearing warpaint and bearing crude weapons.

ACCURACY: In some instances, one title is used for a story in the reader and another used for the same story in the workbook, e.g., "El zurrón que canta" and "El zurrón que cantaba." Some minor problems with missing accent marks have also been reported.

Overall Assessment and Recommendations

SUMMARY: This program exhibits weakness in two most crucial areas. Considering the design constructs, the description of the methodology is in essence useless, and objectives, as well as evaluation materials, have been omitted. Second, the developers have acted irresponsibly in the portrayal of people of nonwhite races, all of whom are shown as primitives. And there are no points of contrast. Consequently, the analysts discourage the use of this material in bilingual bicultural programs.

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NOSOTROS Y LAS PALABRAS

Identification and Background

TITLE: Nosotros y las Palabras

AUTHORS: Alfredo Poblador Diéguez, et al.

PUBLISHER: Editorial Luis Vives; Zaragoza, España (distributed by Anaya-Las Americas Spanish Book Center; 152 East 23rd Street; New York, NY 10010)

COPYRIGHT: 1971-73

MEDIUM: print (textbooks and consumable workbooks)

COMPONENTS:

Nosotros y las palabras 1, 2-6* (textbooks)
*Métodos de iniciación a la lectura**
*Fichas de reconocimiento 1**
Fichas de trabajo individualizado 2-6 (workbooks)
Fichas clave 2-6 (answer books)
*Guia del profesor 2-6** (teacher's guides)

* not available for analysis

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 2-6 (for use in Spain); 3-7 or 4-8 (as assessed by analysts for use in the United States)

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: 3-7, advanced.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: The authors cite a segment of the E.G.B. directives as the reason for developing this program: "Language must be considered a fundamental instrument of communication, a basis for all activities and areas of education."

LEARNER GOALS: Very generally, the goals of this program are to develop habits, skills, and aptitudes related to the areas of oral comprehension, oral expression, reading comprehension, and written expression.

LEARNER OBJECTIVES: It can be inferred that the following objectives found in the fourth-level textbook apply to the entire program: the progressive acquisition of vocabulary; elementary mastery of orthography; and knowledge of morphology and syntax.

Second Instructional Design Construct: Contents

SCOPE: With the exception of levels five and six, which focus primarily on analysis of language, the development of language skills revolves primarily around the presentation of a central area of interest. Units begin with observation activities and directed conversation. A sampling of the more general, and in most cases more recurrent, topics follows: review of alphabet, vocabulary enrichment, spelling, composition, pronunciation, grammar, syntax, elementary phonology, orthography, dialect, and history of the Spanish language.

SEQUENCE: On the lower levels, the ordering of concepts relates to the learners' level of development and to the extent concepts are important to the way learners use language. Consequently, material is recombined in review units. On the other hand, the upper levels demonstrate that material is ordered in increasing degrees of complexity. In either case, a fixed linear route, with single entry and exit points, is implied. Recycling constitutes review of the material covered and a retaking of the corresponding self-evaluation test.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: Before having students complete the individual activities, the teacher is to present the material to be learned to the entire class. Illustrations, photographs, and reading selections are used for motivational purposes. The methodology is obviously didactic.

In book four, the developers list the most concrete user instructions, i.e., active participation of learners with the objective of nurturing creative capacities. Among the activities are recitation, riddles, explanation of stories, telephone conversations, dramatizations, completing sentences, answering comprehension questions, word formation, copying, conjugating verbs, and dividing words into syllables.

MEANS OF EVALUATION: After covering several units, learners are to complete the self-evaluation worksheets and then to check their work, using the answer sheets found on the pages immediately following. Interpretation of results is to follow these guidelines:

- sufficient: Half the items must be answered correctly; the student may move on.
- repeat: Less than half the items are answered correctly; the student is to review the units covered and retake the test.
- good: More than half of the items are answered correctly; the student may move on.
- outstanding: All items are answered correctly; the student may move on.

Congruence of Four Instructional Design Constructs

SUMMARY: The means of evaluation, as described above, does not enable the teacher to monitor learner progress adequately, with respect to the variables inherent in the other design constructs.

Additional Considerations

PHYSICAL DESCRIPTION: The textbooks are colorfully illustrated and important points appear in boldface type. The left margins of the worksheets are perforated so that they may be removed and placed in a looseleaf binder. Consequently, the binding is not durable. All books are softcovered.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: The content stresses the history, literature, and geography of Spain. Only white middle-class persons and lifestyles are portrayed.

Overall Assessment and Recommendations

SUMMARY: There are no real accommodations for individual learner difficulties in this program. The practice of presenting materials before assigning worksheets – a practice which continues for six years – is likely to result in student disinterest. This danger is particularly evident on levels five and six, which are characterized by more descriptive material and less frequent use of motivational techniques. The evaluation construct lacks both purpose and substance. And the cultural representations exhibit only marginal relevance to learners living in the United States. It is expected, however, that a review of the teacher's guides, which were not available for analysis, might modify this assessment.

NUESTRA LENGUA

Identification and Background

TITLE: Nuestra Lengua

AUTHOR: Department of Education, Anaya

PUBLISHER: Ediciones Anaya, S.A.; Salamanca: L. Braille 4 (distributed by Anaya-Las Americas Spanish Book Center; 152 East 23rd Street; New York, NY 10010)

COPYRIGHT: 1971-73

MEDIUM: print (textbooks and consumable workbooks)

COMPONENTS:

Nuestra lengua: libro de consulta del alumno 3-5 (textbooks)
Nuestra lengua: fichas de trabajo individualizado 1-3, 4a, 4b, 5a, 5b (workbooks)
Guía del profesor 1-5 (teacher's guides)
Soluciones 1-5 (answer books)

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 1-5

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. Some usage and lexical items are characteristic of use in Spain.

LANGUAGE LEVEL: 1-5, advanced.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: The language arts series, *Nuestra Lengua*, has been designed to serve as a base to put the learner in contact with the rest of the educational programs "...that is to say, it has been designed to supply the learner with an indispensible instrument for future study."

LEARNER GOALS: The child will gradually develop more sophisticated oral and written expression, and will acquire a basic vocabulary and an orientation toward fundamental grammatical concepts.

LEARNER OBJECTIVES: Each unit in the teacher's guides has one or more objectives listed, e.g., the objective for unit four, level four, is: "To give a functional idea of the noun as a word that refers to animals and things."

The authors also provide the general and specific objectives of the first and second cycles of *Educación General Básica*. It is implied that they have been used as a guide in the development of the goals and objectives which apply specifically to the *Nuestra Lengua* series.

Second Instructional Design Construct: Contents

SCOPE: Four areas of language are treated throughout the series, varying in depth according to grade level. They are: oral comprehension, oral expression, reading comprehension, and written expression. Beginning on the third level, the use of textbooks, containing reading selections adjusted to the learner's interests, is initiated. While the first two levels focus on vocabulary development and concept formation, the last three concentrate on a more intensive study of grammatical concepts and on the development of comprehension and expression.

SEQUENCE: There is one entry point for all learners. The sequence is linear, and the material is presented in an order of increasing complexity. At times, branching activities are described for learners the teacher feels have mastered a particular concept. Suggestions for supplementation are also included. Recycling is suggested; however, the material must be developed by the teacher.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: The directions for the presentation of the material are clear and explicit. Some flexibility is available, if, for example, one group of learners has mastered a concept and another has not. The teaching methodology is didactic and the role of the learners is active. The material lends itself to use in a structured teaching situation. All learners are to meet the same objectives at the same rate.

MEANS OF EVALUATION: The developers make 12 suggestions for observing learner performance. In order that teachers can evaluate concrete aspects of language as well as the affective domain of the learning process, guidelines for teacher-made tests are supplied. There are also evaluation sections: prepared tests in each unit and record-keeping materials in the guides. The developers recommend that recycling activities, to be supplied by the teacher, be implemented if evaluation results indicate learners have not adequately achieved the objectives.

Congruence of Four Instructional Design Constructs

SUMMARY: There are no problems with congruence among the four design constructs.

Additional Considerations

PHYSICAL DESCRIPTION: The components are softbound and illustrated in color. The workbooks are consumable.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: Some instances were reported in which women are depicted in traditional roles.

Overall Assessment and Recommendations

SUMMARY: The instructional design of the *Nuestra Lengua* series is very sound. One analyst finds that, although vocabulary used in the series is not commonly used by Spanish-speakers in the United States, it can be adapted with little difficulty. Another reaction calls for "extensive modification," not only in light of the language used, but also based on the cultural content and the illustrations.

OPEN COURT BILINGUAL FOUNDATION PROGRAM/PROGRAMA BÁSICO BILINGÜE OPEN COURT

Identification and Background

TITLE: Open Court Bilingual Foundation Program/Programa Básico Bilingue Open Court

AUTHORS: Gloria Aguilar and Frances Case Theiss

PUBLISHER: Open Court Publishing Company; 1058 Eighth Street; La Salle, IL 61301 (The publisher is also the distributor.)

COPYRIGHT: 1975, revised edition

MEDIA: print (consumable reader/workbook), media aids (visuals and manipulatives)

COMPONENTS:

NOTE: The first-semester materials present, in a Spanish context, sounds common to both English and Spanish, as well as those that exist only in Spanish. Second-semester materials, however, "embark on a structured transition from Spanish to English by using two English-language reader-workbooks... together with a Spanish-language maintenance reader-workbook..." ESL materials are beyond the scope of this *EPIE Report* and, accordingly, second-semester materials have been excluded from this analysis.

first-semester components:

Aprendemos a leer y escribir en español (reader/workbook, referred to as the Red Book)
Guía del maestro (teacher's guide)
Tarjetas de sonidos en español (wall cards of Spanish sounds)
Módulo del Taller Bilingue Open Court (Open Court Bilingual Workshop Module; individual components listed under "Physical Description")
Spanish/English audiocassette (songs in English and Spanish; for use in second semester also)
Progress Charts

SUBJECT AREA: language arts (Spanish and English) [See above NOTE.]

CURRICULUM ROLE: basic

GRADE LEVEL: 1

POPULATION CHARACTERISTICS: Learners whose native language is Spanish.

RESEARCH AND DEVELOPMENT EVIDENCE: Validation testing has been done. There is no evidence offered of LVR activities or of learner-based revision.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: 1, advanced

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: (applies to entire two-semester program) To present a first-year Spanish and English course that "... teaches all the sounds of Spanish and English, with their associated spellings, and thus lays the groundwork for independent reading in both languages."

LEARNER GOALS: (applies to entire two-semester program) "The Open Court Bilingual Foundation Program has three major purposes: (1) to teach children to read and write independently in both Spanish and English by the end of the first year's instruction; (2) to provide Spanish and English selections of literary quality and rewarding content; and (3) to provide the foundation for a correlated bilingual language arts program in the primary grades."

LEARNER OBJECTIVES: (applies to entire two-semester program) "The goal of the activities and exercises . . . is to give the children a firm structural foundation of word-attack skills and writing skills which they can apply to the mastery of Spanish and English with equal effectiveness... Learning cannot take place without self-pride. It is Open Court's goal to assist children to achieve their full potential through pride in themselves, in their language, and in their culture."

Second Instructional Design Construct: Contents

SCOPE: The developers divide the content into three skills areas: (1) listening and speaking (listening to and reciting poems, folk rhymes, stories; discussing poems, folk rhymes, stories, songs, illustrations; listening to and singing songs; listening for and identifying sounds; dictating sentences, stories, poems); (2) reading skills (naming letters of the alphabet and alphabetical order; learning sounds and sound-symbol correspondences; blending sounds; reading words, sentences, pictures, storybooks, folk rhymes; and critical thinking skills); and (3) writing skills (tracing and writing letters of the alphabet; proofreading; taking dictation of sounds, words, and sentences; writing original sentences, summaries, poems; punctuation).

SEQUENCE: The material gradually and carefully increases in complexity. Entry and exit points are the same for all learners but routes may vary slightly, depending on individual learner needs. Branching and recycling are available through the Workshop Module activities.

Third and Fourth Instructional Design Constructs

METHODOLOGY: The teacher's guide provides general orientations to the methodology and classroom management (in English and Spanish), and very detailed descriptions of steps to be followed in presenting each lesson. These guidelines are in English only.

In general terms, the presentation of material adheres to a meticulously ordered, multisensory, phonetic approach to the teaching of language. Listening and speaking skills, reading skills, and writing skills are interrelated and supportive of one another. The class is to be divided into three groups. Large-group presentations are not to exceed 20 minutes each day. Then the teacher works with one group at a time while the remaining two groups work on the Workshop Module.

A hearing-seeing-saying-writing sequence is used throughout to introduce letters and sounds. Proofreading is an important technique introduced early in the first Getting Acquainted Sessions. Students learn to find their own errors and those of their peers, to circle them, and to make necessary corrections. Other activities involve storybooks – introduced individually at carefully scheduled times during the semester and keyed to sounds presented in the reader/workbook – and storytelling.

According to the developers, the literary selections "...reflect the variety, strength, and beauty of Spanish-language prose and poetry. Authors from Mexico, Cuba, Puerto Rico, South America, and Spain are represented; folktales, children's rhymes, and songs are also included." Appendices provide a Spanish pronunciation guide, using the International Phonetic Alphabet; musical scores; and a bibliography of oral reading.

MEANS OF EVALUATION: The developers feel it is important that the teacher have an accurate idea of each child's progress in learning letter names and sounds, because (1) students who have already demonstrated mastery should be encouraged to pursue individualized learning activities; (2) activities are more effective if they include only those children who need them; and (3) children need to know they are making progress. Therefore, a Spanish Progress Chart, for the teacher to maintain, has been developed. Just how a learner goes about demonstrating mastery remains unspecified. The authors also suggest that additional progress charts for other areas – e.g., reading proficiency – be developed by the teacher.

Congruence of Four Instructional Design Constructs

SUMMARY: It is doubtful that the evaluation instruments can monitor learner progress effectively enough to assure mastery of all language arts skills taught and, hence, achievement of the intents.

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Additional Considerations

PHYSICAL DESCRIPTION: The teacher's guide (spiralbound), Red Book, and storybooks are softcovered. The Wall Cards of Spanish Sounds are colorful and made of heavy cardboard. The Workshop Module contains: Spanish Word Lists for units one through 17, printed on cardboard; Spanish Alphabet Puzzle, made of thin plastic shapes from which all small letters can be made; Spanish Alphabet Puzzle Check Cards; Tracing Sandpaper, to provide tactile reinforcement for children who have difficulty learning letters; Alphabet Tracing paper, to be used by children who are not yet able to copy or to write the alphabet; Plastic Alphabet; Spanish Sound Flash Cards; Anagrams and Check Sheets; Music Sheets; Spanish Alphabet Flash Cards; Storybooks; and Individual Sound Cards. Individual Response Cards, an additional component, is listed as part of the Module but was not available for analysis.

SOURCE: Materials developed especially for ethnic-American needs.

Overall Assessment and Recommendations

SUMMARY: The teacher's guide is certainly the most valuable asset of this program. Well organized, it explains not only procedures but the rationale behind the procedures. In fact, the developers provide a repertoire of techniques essential to successful implementation of the program. The rationale for having the introductory pages in English and Spanish and the remainder of the book in English only is not, however, supplied.

The provisions made for grouping and for individualization appear to be painstakingly well put together. Slow learners are given top priority in the Workshop Module materials. It is unfortunate that an evaluation construct was not developed to cover all aspects of the language arts skills taught.

As mentioned above, only the first-semester Spanish language arts materials have been analyzed. The second-semester materials, which cover these same concepts in English while maintaining contact with Spanish, should be carefully assessed by prospective purchasers. Despite the one weak design construct, the Spanish materials subjected to this analysis are applauded and are given a strong recommendation.

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PARA TI: NUESTRO LENGUAJE

Identification and Background

TITLE: Para Ti: Nuestro Lenguaje

AUTHORS: Begoña Bilbao, et al.

PUBLISHER: Hijos de Santiago Rodríguez; Molinillo, 11; Burgos, España (distributed by Anaya-Las Americas Spanish Book Center; 152 East 23rd Street; New York, NY 10010; and by Spanish Book Corporation of America; 115 Fifth Avenue; New York, NY 10019)

COPYRIGHT: 1972-74

MEDIUM: print (textbooks and consumable workbooks)

COMPONENTS:

Para ti: nuestro lenguaje 1-8 (textbooks)
*Fichas de trabajo 1-7, 8** (workbooks)
Solucionario 1-2, 3, 4-5, 6-8** (answers for workbooks)

*not available for analysis

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 1-8 (for use in Spain)

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. Some verb forms (e.g., *observad* and *pensad*), as well as some vocabulary, are characteristic of usage in Spain.

LANGUAGE LEVEL: 1-8, advanced.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: This series constitutes the nucleus or starting point for the development of a wide variety of scholastic activities which require the ability to use language.

LEARNER GOALS: Goals are unspecified for the first six levels. The authors state that the seventh and eighth levels are dedicated to the achievement of linguistic competence and knowledge of grammar and literature.

LEARNER OBJECTIVES: It can be inferred that the objectives adopted by the developers are those established by the E.G.B. No objectives are actually stated.

Second Instructional Design Construct: Contents

SCOPE: Language topics are abundant in some components and almost nonexistent in others. The first-through-fourth levels concentrate primarily on oral and written expression, identification, and vocabulary development. Beginning with the latter half of the second level, explicit definitions of parts of speech and component parts of sentences begin to appear. These concepts are rarely followed up or expanded and seem to be subordinate to prose and poetry selections revolving around many subject areas, e.g., transportation, life in the sea, the earth, industry, the family, the Spanish countryside, trees and flowers, communication, solar energy, living plants. Levels five and six are similarly organized; however, unlike the preceding four levels, the tables of contents do list the language objectives to be covered. Concepts and skills for levels five through eight can be categorized in several general areas: literature (primarily levels seven and eight); composition; semantics; grammar and syntax; phonology; and orthography.

SEQUENCE: Grammar concepts become increasingly more descriptive and complex as the learners move through the series. The route is linear and fixed for all learners. Though space is provided in the workbooks for recycling, activities must be developed by the user.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: The methodology is not described in the analyzed materials and, according to one distributor's catalog, there are no teacher's guides.

On the beginning levels, one might infer a deductive approach except that there are no generalizations that result from the activities. There are only disjunct definitions, e.g., "Words that tell what beings are doing are verbs."

In contrast, levels five through eight focus intently on grammar concepts following a rigid didactic approach in all areas, from phonology to literature. Workbook exercises involve identifying verb forms, completing reading comprehension exercises, diagraming sentences, and restating previously covered material, e.g., "Present a literary panorama of Spain for the XIII-XIV centuries using the contents of page 219 of the textbook as a guide."

MEANS OF EVALUATION: For each unit in the workbooks there are evaluation sheets. The tests are brief exercises reminiscent of those covered throughout the units. Guidelines for interpretation of results are not supplied. Space for recycling activities is available; however, development of such activities is left to the user.

Congruence of Four Instructional Design Constructs

SUMMARY: There is little congruence among the four design constructs. The intents are not specified by the developers; the contents reflect sporatic concentrations on various aspects of the program (most noticeable on the lower levels); the methodology on the lower levels is not discernible, but on the more advanced levels, it is didactic; and working with poorly defined intents, the user will have difficulty determining if the learners are demonstrating adequate success on mastery tests.

Additional Considerations

PHYSICAL DESCRIPTION: Textbooks for levels one through six are hardcovered, and those for seven and eight are softcovered. Illustrations are colorful. Answer key books and the level-seven workbook are softcovered. The workbooks are unbound two-hole binder fillers.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: Lifestyles, geography, history, and religion of Spain are pronounced. For example: On page 104 of textbook four, there is a lesson on proper ways to address public and religious figures which focuses in part on Pope Paul VI and Franco. Another example of a religious story can be found on page 49 of textbook five, entitled, "The Motives of the Wolf." On pages 73 and 74 of textbook one, men are depicted as farmers, shepherds, fishers, wood cutters, masons, salespersons, doctors, and teachers, while women occupy only one role and are depicted sweeping, vacuuming, washing dishes, washing clothes, ironing, and sewing. Moreover, the only blacks depicted are very primitively dressed.

Overall Assessment and Recommendations

SUMMARY: It is doubtful that this program could be used successfully with U.S. Spanish-speaking learners. The language is so advanced that learners cannot enter the program until they become independent readers and writers. Congruence is at a minimum. The idea of incorporating other subject areas into the language arts program does make the material more interesting, but it also helps to subvert the cohesiveness of the content organization on the first four levels. And added to this are potential community acceptance problems. In light of all of these reactions, even marginal recommendation is reserved.

Identification and Background

TITLE: Por el Mundo del Cuento y la Aventura

AUTHORS: Ángeles Pastor, et al.

PUBLISHER: Laidlaw Brothers; Thatcher and Madison Streets; River Forest, IL 60305 (The publisher is also the distributor.)

COPYRIGHT: 1969-72 (A revised edition presently being marketed contains all but two of the materials listed below.)

MEDIUM: print (readers and consumable workbooks)

COMPONENTS:

En el hogar y en la escuela (readiness book)
Camino de la escuela (preprimer)
Aprendemos a leer (primer)
Nuestros amigos (grade-1 reader)
Del campo al pueblo (grade-2, level-1 reader)
Aventuras maravillosas (grade-2, level-2 reader)
Conozcamos a Puerto Rico (grade-3, level-1 reader)
*Por tierras vecinas** (grade-3, level-2 reader)
*Por los caminos del mundo** (grade-4, level-1 reader)
*Misterios de la tierra y del espacio** (grade-4, level-2 reader)
*Páginas de ayer y de hoy** (grade-4, level-3 reader)
Cuaderno de trabajo: combined preprimer and primer; grade 1; grade 2, levels 1-2; grade 3, levels 1-2*; grade 4, levels 1-3* (workbooks)
Guía del maestro: combined readiness, preprimer, primer, and grade 1*; grade 2, levels 1-2; grade 3, levels 1-2*; grade 4, levels 1-3* (teacher's guides)

*not available for analysis

SUBJECT AREA: reading

CURRICULUM ROLE: basic

GRADE LEVELS: 1-4 (readiness and primers usable in kindergarten)

POPULATION CHARACTERISTICS: Puerto Rican learners

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: 1-4, advanced.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: "Reading is the center of the language arts program." This series constitutes a systematic program to facilitate the teaching and learning of reading in the elementary school.

LEARNER GOALS: To develop, in a progressive and systematic manner, basic skills necessary for independent reading; to satisfy the reading interests of learners; to expand vocabulary; to develop clarity in interpretation and comprehension; to improve reading speed; and to bring different forms of literature to the learner's experience.

LEARNER OBJECTIVES: In each guide, there are listed lengthy, very detailed objectives for each grade level, e.g., from level two: "... to enrich the learner's vocabulary and expand his [sic] power to distinguish analogies and differences in the meanings of words... To study the similarities and differences of the phonetic elements of words at this level: (a) discrimination of the sounds of vowels and consonants in initial, medial, and final positions; (b) discrimination of diphthongs and triphthongs; (c) discrimination of words that rhyme..."

Also provided, at the end of each workpage, are two objectives which apply to the skills and concepts to be covered.

Second Instructional Design Construct: Contents

SCOPE: Major skills and areas of development are: oral expression; motor coordination; visual and aural discrimination; word recognition and analysis (via combination, derivation, substitution of letters); comprehension and interpretation; and oral reading. Stories, poems, fables, and songs involve the home and family life, cultural heritage, nature, science, recreation, and enjoyment.

Levels are arranged in stages. The developers explain the characteristics of these stages in terms of focus and contents. They are: readiness stage; initial stage (primers through first reader); stage of rapid growth (second- and third-grade readers); stage of amplification of experiences and progress in efficiency (fourth-grade materials).

SEQUENCE: Entry and exit points are fixed for all learners. Material is ordered systematically, increasing in complexity.

Third and Fourth Instructional Design Constructs

METHODOLOGY: *Por el Mundo del Cuento y la Aventura* is a basal reading series which combines sight reading and a phonetic approach, proportioning instant recognition, phonetic analysis, analysis of word structure, and the relationships between words.

Exercises designed to develop skills, provided in the workbooks, allow ample opportunity for the teacher to attend to individual learner difficulties, according to the developers. Grouping and record-keeping of learner progress to aid in the readjustment of groups are recommended.

The guides contain, for each reading section, brief descriptions of important points, ideas and/or questions to stimulate discussion, and the numbers of the corresponding workbook pages.

Controlled vocabulary is based on high-frequency words in *Recuento de vocabulario*, published by the University of Puerto Rico, 1952.

MEANS OF EVALUATION: Developers suggest methods that teachers can employ in order to determine the results of teaching, points of difficulty, learner abilities, skills and attitudes which have been developed, and achievement of objectives. The teacher may then reexamine procedures and instructional materials. Suggestions include: discussion with learners regarding their individual participation; use of an envelope in which student work is collected; a cumulative progress report; and informal unit tests to determine readiness for the following level, to isolate difficulties, and to aid in planning and grouping. Some workbook exercises are presented as evaluation materials; however, they are reminiscent of recombination exercises and not a comprehensive review of skills already covered.

Congruence of Four Instructional Design Constructs

SUMMARY: The lack of a wholly developed means of evaluation weakens the cohesion of the intents, contents, and methodology.

Additional Considerations

PHYSICAL DESCRIPTION: The printed matter is clear; though colorful, the pictures are a bit dull. Workbooks and teacher's guides are softcovered. The readers are hardcovered and durable. Listed in the appendix of each reader are the new words and the pages on which they are found. The guides are available in both English and Spanish.

SOURCE: Materials written for the needs of native children in Puerto Rico.

COMMUNITY ACCEPTANCE/FAIRNESS: Little girls play with dolls and jump rope. Mothers are depicted in the home, engaged in domiciliary activities. Family life is very middle class: father, mother, boy, girl, pets. Blacks are depicted but not as main characters. Religious beliefs are noticeable at times, e.g., on page 21 of the *Aventuras maravillosas* guide, one objective states, "The children will speak of the beauty of the world that surrounds them as the work of the Creator."

CURRENCY: The Puerto Rico of today is not accurately depicted.

Overall Assessment and Recommendations

SUMMARY: This series was written for a Puerto Rican population going to school on the island. It is based on techniques formerly used to teach reading in English. Very reminiscent of Scott, Foresman's *Basic Readers*, it seems to be a well organized series with very complete teacher's guides.

Culturally and linguistically, this program would be most appropriate for Puerto Rican learners; however, it does lack many of the cultural aspects deeply associated with Puerto Rico. Use with other U.S. Spanish-speaking populations would be possible with adaptation. Analysts agree that the language is a little difficult for use with Spanish-speaking learners in the United States.

PRÁCTICAS DE ORTOGRAFÍA

Identification and Background

TITLE: Prácticas de Ortografía

AUTHOR: José Díaz Cubero

PUBLISHER: Cultural Puertorriqueña, Inc.; Avenida Fernandez Juncos, 1406; PDA. 20; Box 8863, Fernandez Juncos Station, Santurce; Puerto Rico 00910 (distributed by Lectorum Publications; 137 W. 14th Street; New York, NY 10010)

COPYRIGHT: 1971-75

MEDIUM: print (consumable text/workbooks)

COMPONENTS:

Prácticas de ortografía 1-8
Libro del maestro 1-3 [one book] (teacher's guide)
Libro del maestro 4-6 [one book] (teacher's guide)
Libro del maestro 7 (teacher's guide)
Libro del maestro 8 (teacher's guide)

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 1-8

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: 1-8, advanced.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: This product was developed to serve as a basic material for the teaching of skills related to orthography.

LEARNER GOALS: The goals listed in the beginning of the teacher's guides for levels seven and eight deal explicitly with developing the learner's knowledge of the rules governing spelling, handwriting, and the structure of the Spanish language: "(1) To facilitate the learning of correct writing through a nucleus of frequently used words. (2) To supply methods and techniques for the study of new words. (3) To inspire habitual use of the dictionary. (4) To develop the desire to write correctly and to check what has been written. (5) To enrich the vocabulary."

LEARNER OBJECTIVES: At the beginning of each lesson in the guides, the objectives are listed. The following are examples: "(1) To develop correct writing. (2) To identify words visually and aurally. (3) To read and pronounce words correctly. (4) To develop the use of correct written accentuation."

Second Instructional Design Construct: Contents

SCOPE: The material covered in this series addresses several areas of the language arts curriculum:

(1) syntax: a. structure of language; b. punctuation and capitalization; c. accentuation.

(2) phonology: a. pronounciation; b. auditory discrimination.

(3) reading: a. use of symbols; b. word analysis; c. use of new words in context.

(4) writing: a. copying; b. dictation (aural comprehension).

The topics and skills are covered clearly and comprehensively, and often reappear in following lessons. All work must be completed for a successful experience.

SEQUENCE: The material follows a progression from simple to complex. The entry and exit points are fixed for all students.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: The developer explains the sequential use of these materials and, along with this prescribed teacher methodology, presents the child with a sound background in linguistics and related subjects covered by the series:

(1) Read the passage on the page aloud to the students.
(2) Write each sentence of the passage on the board.
(3) Highlight the letters/words as highlighted in the text.
(4) Pronounce each word slowly and by [each] syllable.
(5) Explain and comment on specific points.
(6) Use the new vocabulary orally with the students.
(7) Direct students to copy the indicated words in the workbook.

The method is clearly didactic. Interaction is limited to the teacher and students, except when learners correct each other's test papers. The students work at the same pace on the same material.

MEANS OF EVALUATION: The dictation exercises are a means of evaluating spelling as well as of practicing aural discrimination, in the opinion of one analyst. The learners exchange papers for correction of errors. However, spelling is just one of the skills to which this material addresses itself and there is no further information supplied regarding diagnostic tools.

Congruence of Four Instructional Design Constructs

SUMMARY: The analysts report that the components within the first design construct are highly congruent, and a fair degree of satisfaction is expressed regarding congruence among the remaining constructs as they relate to goals and objectives but not evaluation. There is no way of measuring how successfully the student has been meeting the goals and objectives.

Additional Considerations

PHYSICAL DESCRIPTION: The eight workbooks are consumable, softbound, and not very durable. Target letters, words, and syllables are printed in blue ink. There are no illustrations in any of the eight books.

SOURCE: Spanish materials developed in Puerto Rico without adaptation for use in the continental United States.

COMMUNITY ACCEPTANCE/FAIRNESS: There is a marked lack of any cultural elements, either explicit or implicit, in this material.

Overall Assessment and Recommendations

SUMMARY: The incongruence among the goals and objectives and the means of evaluation is a serious drawback to this material. The author has expressed little regard for either the interest level or the language level of the learners in the earlier grades. At times, the material is difficult for a fluent speaker of Spanish. For this reason, one analyst finds this series to be particularly irrelevant to Mexican-American populations in the southwestern United States.

PREPARANDOSE PARA LEER

Identification and Background

TITLE: Preparándose para Leer

AUTHORS: Sara de Valdés, et al.

PUBLISHER: Houghton Mifflin Company; 1 Beacon Street; Boston, MA 02107 (The publisher is also the distributor.)

COPYRIGHT: 1970 (experimental version)

MEDIA: print (readers, consumable workbook), visuals

COMPONENTS:

Preparándose para leer (teacher's guide)
Preparándose para leer (pupil's workbook)
Thematic Pictures (set of 26)
Readers (set of 12)
Picture and Word Cards (set of 158)
*Boxes for Sorting** (set of 15)

*not available for analysis

SUBJECT AREA: language arts (initial reading)

CURRICULUM ROLE: basic

GRADE LEVEL: 1

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: Producer states in a promotional flyer that the program is ". . . based on Houghton Mifflin's English prereading program, *Getting Ready To Read,* and was developed as an experiment in reading for Spanish-speaking pupils in Corpus Christi, Texas."

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: 1, advanced.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: "The greater the difference between the language the child speaks and understands and the language in its commonly accepted form, the more difficulty the child will have learning to read." Thus, the developers focus on the importance of "standard" oral language proficiency, and children must train themselves to think of the spoken word when encountering its written representation.

LEARNER GOALS: (implied) The establishment of basic concepts of reading and the development of "universally accepted" Spanish.

LEARNER OBJECTIVES: To acquire skills and abilities that are related to the identification of words that have meaning in an oral context, the identification of initial sounds and sound-symbol correspondence, the identification of words omitted in an oral context, the recognition of frequently used words, and the identification of letters and their names.

Second Instructional Design Construct: Contents

SCOPE: The content covered by each student is fixed. Topics cover oral and visual identification of initial word sounds, recognition of frequently used words, identification of small and capital letters, and initial readings. Concepts are introduced repeatedly in several modalities. Supplementary and remedial activities for each unit are suggested in the appendix of the guide.

SEQUENCE: Sequence is fixed and linear within and among lessons. Entry and exit points are determined by the content. Recycling suggestions are incorporated in each lesson, e.g., "If the children continue having difficulty reading this type of sentence, review with them the first part of this lesson, and lessons 21 and 28." Sequencing is based on transition from oral recognition of objects to visual recognition of initial letters and common words. A few activities, as a remedial step only, are provided for branching.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: The teacher's guide describes the methodology and how to utilize the materials. The method is highly structured and repetitive in nature. Reading is taught through a combination of contextual and phonetic word identification, relying on the use of rebus sentences and sight words as intermediate steps. Students learn to translate oral language to written language following a highly structured sequential discovery approach. The method relies heavily on listening and speaking. It does not allow for dialectal or imaginative responses by the student. Interaction between teacher and learners is also structured.

MEANS OF EVALUATION: At the end of each lesson in the guides, there are mastery exercises entitled *Práctica de los fundamentos.* The activities are very similar to those used throughout the lesson, at times using the same words. The principal difference is that the tasks used for evaluation are to be written and to be done individually. Recycling exercises follow for learners who fail to demonstrate mastery.

Congruence of Four Instructional Design Constructs

SUMMARY: The evaluation procedures differ little from the exercises covered during the presentation of the lesson. Consequently, the teacher may be testing memory rather than mastery.

Additional Considerations

PHYSICAL DESCRIPTION: All materials are durable and illustrated with readily identifiable cartoon characters and settings. Type size and leading (i.e., spacing between lines) seem appropriate. In general, materials are clear and attractive. The guide, workbook, and readers are softcovered.

SOURCE: Materials written in Spanish in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: There is an evident bias against "nonstandard" Spanish. The materials also lack culturally relevant illustrations and stories. There appear to be no blacks depicted and, at times, women are depicted in stereotypical roles.

Overall Assessment and Recommendations

SUMMARY: The method does not appear to be appropriate for the needs of ethnic-American Spanish-speaking learners who go to school with varying degrees of language proficiency and with differences in dialect and experience. The method, nonetheless, relies heavily on previous language experience. The belief that reading is merely printed dialog is overemphasized. Furthermore, the program may be incompatible in its approach; frequently used words are to be read phonetically while other words are to be recognized by their first sounds only and by their use in context. Artificial and overly complex dialog patterns are used by child characters and in phrasing questions related to the thematic pictures. Not surprising, cultural content is lacking.

PUEDO LEER/I CAN READ: INITIAL READING IN SPANISH FOR BILINGUAL CHILDREN

Identification and Background

TITLE: Puedo Leer/I Can Read: Initial Reading in Spanish for Bilingual Children

AUTHORS: Charles H. Herbert, Jr., et al.

PUBLISHER: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721 (The publisher is also the distributor.)

COPYRIGHT: 1973-75

MEDIA: print (consumable workbook) and visuals

COMPONENTS:

Puedo leer/I Can Read (teacher's resource book/guide)
Activity Supplement
Activity Supplement Charts
Mi libro (prereading/prewriting workbook)
Mi libro teacher's edition

SUBJECT AREA: language arts (initial reading)

CURRICULUM ROLE: basic

GRADE LEVEL: 1

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: "The manual is based on research reports from four project sites in Texas, as well as information gathered from videotapes in Texas and Mexico."

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: 1, beginner/simple.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: To help bilingual teachers to teach reading to monolingual Spanish-speaking children or to Spanish-speaking children who have limited English-speaking facility.

LEARNER GOALS: To introduce children to printed materials, based on experiences they have brought with them; and to offer Spanish-speaking learners the opportunity to develop and to expand the language they have learned in the home.

LEARNER OBJECTIVES: Lesson objectives in *Puedo leer/I Can Read* are stated in the materials themselves. The following examples were selected from the lesson entitled "teaching of the letter 'c' (hard sound)":

"A. To associate the /k/ sound with the symbol 'c'.
B. To write the letter 'c'.
C. To form and use question marks.
D. To combine letters previously learned with the letter 'c'."

Second Instructional Design Construct: Contents

SCOPE: The prereading and prewriting presentation emphasizes the development of listening skills, muscular coordination, and the understanding of concepts. The major part of the program concerns itself with the alphabet and sound-symbol correspondences. It is, in short, a magnified look at the prereading and initial stages of reading; supplementation is suggested and contained in a separate volume.

SEQUENCE: In the teacher's material, the teaching of each letter is presented separately, "...however, the pacing and sequencing of teaching each letter is [sic] up to the teacher. Proficiency and ability of each child must be considered in developing lesson plans."

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Third and Fourth Instructional Design Constructs

METHODOLOGY: In addition to presenting lessons, the guide presents lengthy explanations of the task of teaching initial reading in Spanish. Children learn and practice the mechanics of reading through the Language Experience Approach as described by R. Van Allen. However, also included is a phonics approach directed primarily at decoding and encoding. Since Spanish, unlike English, lends itself to uncomplicated phoneme-grapheme correspondence, this approach makes word attack a less awesome task.

"Through the implementation of a 'Language Experience Approach' backed by a more structured phonic approach, the child who prefers to learn independently is accommodated as are those children who need close direction and supervision in order to acquire skills of reading."

Unlike materials traditionally developed in the U.S., cursive writing and print are here taught simultaneously. The developers claim this provides "... the child with a more natural or practical aspect of language – the use of the printed form normally used in the reading process and the cursive form normally used in the writing process."

A resource supplement is organized to parallel *Puedo leer/I Can Read.* Activities apply to the achievement of the same objectives but are more numerous, more detailed, and less structured. Visuals and games are often used. All activities in the supplement are optional, to be selected by the teacher. Textbooks or readers are not supplied as this program is strictly an initial reading program. Nonetheless, in the appendix, the authors do make some recommendations.

MEANS OF EVALUATION: Areas of evaluation are suggested. For example: "1. Children's pronunciation of 'm'. 2. Children's ability to identify the four forms of 'm'. 3. Children's ability to write and print the letter 'm'. 4. Children's ability to 'sound out' new words containing the letter 'm'." But, procedures for evaluation and resultant interpretation and implications are left entirely to the teacher.

Congruence of Four Instructional Design Constructs

SUMMARY: The constructs are congruent with the exception of the means of evaluation. Although the authors indicate what criteria learners are to be evaluated on, the task of developing procedures is passed on to the teacher.

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Additional Considerations

PHYSICAL DESCRIPTION: All materials are softbound. It is important to note that the only student material is the readiness workbook, *Mi libro,* all other books being designed to be used by the teacher. The activity supplement charts are multicolored and measure 11" x 8 1/2".

SOURCE: Materials developed especially for ethnic-American needs.

TEACHER PREPARATION: A series of eight black-and-white videotapes, displaying many techniques for the teaching of reading in Spanish, is available. The tapes were made in actual classroom settings in Mexico and the United States. The films cover reading readiness, developmental language, phonics, syllabication, story sequence, cursive writing, and supplemental techniques. (Information on them but not the videotapes themselves is available from the Dissemination and Assessment Center.)

Overall Assessment and Recommendations

SUMMARY: This program is one of few that have been developed, field tested, and revised. It does an effective job of presenting an initial reading program in Spanish, in describing methodologies, and in supplying lessons appropriate to the age group.

Parts of the approach – e.g., teaching sound-symbol correspondence concurrently with print and cursive writing – may not be amenable to all teachers; however, this is a suggested technique and may or may not be followed. It is also noteworthy that evaluation procedures have not been fully developed. But, all things considered, these materials constitute a helpful and somewhat comprehensive look at the initial reading stages in Spanish.

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Identification and Background	First Instructional Design Construct: Intents
TITLE: ¡Qué Bonito Es Leer!	**DEVELOPER'S RATIONALE:** (implied) To provide a systematic approach to the learning of sound-symbol correspondences and the development of comprehension and interpretation skills.
AUTHORS: CANBBE (Curriculum Adaptation Network for Bilingual Bicultural Education)	**LEARNER GOALS:** (implied) Mastery of decoding, encoding, listening, oral language, and writing skills. Abilities in comprehension and interpretation will also be developed.
PUBLISHER: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721 (The publisher is also the distributor.)	**LEARNER OBJECTIVES:** Learner objectives are stated in behavioral terms in the table of contents; they are also stated before the activity description in the guide. Examples follow: "The child will write the lower- and upper-case *o*. The child will identify the objects of a picture written with initial *v*. The child will deduce that the letter *c* has two sounds."
COPYRIGHT: 1974	**Second Instructional Design Construct: Contents**
MEDIA: print (consumable workbooks, readers), visuals	**SCOPE:** Topics and skills areas include the following: auditory discrimination of sounds in initial, medial, and final position; sound-symbol correspondence; listening comprehension; interpretation; and writing. Sounds with only one graphemic representation, e.g., /p/, are presented before sounds with more than one graphemic representation, e.g., /y/. Sound-symbol correspondences learned in early units are recombined in subsequent units to assure mastery. After every four units, there is a review unit which provides practice for all skills covered.
COMPONENTS: *Cuaderno de ejercicios* (workbook) *Tarjetas relámpago* (flashcards) *Libro de lectura* (set of 12 readers) *Guía para el maestro* (teacher's guide) Second-grade materials scheduled to be available September 1976	**SEQUENCE:** Material is arranged in an order of increasing difficulty. Entry and exit points are fixed, and learners are to follow a linear route.
SUBJECT AREA: language arts (reading)	
CURRICULUM ROLE: basic	
GRADE LEVEL: 1	
POPULATION CHARACTERISTICS: Not specified.	
RESEARCH AND DEVELOPMENT EVIDENCE: None specified.	
LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. Some vocabulary is characteristic of Mexican usage, e.g., *ocote, alberca.*	
LANGUAGE LEVEL: 1, advanced.	

Third and Fourth Instructional Design Constructs

METHODOLOGY: In the teacher's guide, detailed instructions are provided on how to present each unit, including materials needed and a progression of activities. Each letter is personified and introduced in the context of a story related by the teacher. Learners must respond to content-related questions. Skills in the learning of each sound follow a carefully planned order. Learners must be able to discriminate the sound aurally, they must be able to identify the corresponding grapheme by itself and in the context of words, and they must produce the sound and, later, write the grapheme. Sounds are first taught in initial position, followed by medial and final. The approach to the teaching of reading is recognizably, and strictly, phonic.

Learning takes place in a variety of contexts, such as workbook activities, class activities, and reading selections. The readers are not, however, correlated with the sound-symbol exercises and, one analyst observes, the vocabulary differs as well. They are to be implemented at the teacher's discretion.

Developers state that the activities may be adapted to the learner's needs and proficiencies. At times, the process is deductive, giving learners the opportunity to form their own generalizations. Pacing is determined by the teacher.

MEANS OF EVALUATION: Materials to measure learner progress have not been developed.

Congruence of Four Instructional Design Constructs

SUMMARY: The use of the 12 readers is not part of the sequence of activities described in the guide. In a future edition, however, the developers claim that instructions for the implementation of the readers will be included in each review unit. Procedures for assessing mastery are not available either.

Additional Considerations

PHYSICAL DESCRIPTION: The 12 paperbound readers are not likely to stand up to extensive use. The illustrations, usually in one color, are interesting and the characters depicted expressive. The guide and workbook are spiralbound, considerably more durable than the readers. The 35 flashcards are reproduced on colored construction paper.

SOURCE: Materials developed especially for ethnic-American needs.

Overall Assessment and Recommendations

SUMMARY: This material is extremely valuable for the task of teaching sound-symbol correspondence due to the varied activities, careful sequencing, and subsequent recombination of sounds. Children can associate the letters with the various roles they play as personified characters which will, hence, aid in identification.

The readers would be more effective if they were placed in the sequence as they supposedly will be. Evaluation techniques are desperately needed to make this program a truly effective instructional material. Nevertheless, it can be used profitably by any U.S. Spanish-speaking population.

RETAMA: MÉTODO DE LECTURA SCRIPT*

Identification and Background

TITLE: Retama: Método de Lectura Script*

AUTHOR: María Dolores Torrents

PUBLISHER: Editorial Teide; Viladomat, 291; Barcelona – 15 (distributed by Anaya-Las Americas Spanish Book Center; 152 East 23rd Street; New York, NY 10010)

COPYRIGHT: 1973

MEDIUM: print (reader and consumable workbooks)

COMPONENTS:
Retama (reader)
Fichas de lectura y escritura 1-2 (workbooks)

SUBJECT AREAS: reading and writing

CURRICULUM ROLE: basic

GRADE LEVEL: 1

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: 1, intermediate.

*"Script" refers to typeset textual matter as opposed to cursively written matter.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: Reading the printed word, the learner can distinguish letters easily without being confused by the lines which join letters in cursive writing.

LEARNER GOALS: ". . . to introduce the symbolism of the written word to five- and six-year-old children and to acquire a synchronous process in the learning of reading and writing."

LEARNER OBJECTIVES: (implied) To learn sound-symbol correspondences and sight words.

Second Instructional Design Construct: Contents

SCOPE: Exercises for the recognition of letters, syllables, words, phrases, and sentences are done in conjunction with writing exercises. Students are to develop a sight vocabulary and learn sound-symbol correspondences of vowels, consonants, and diphthongs.

SEQUENCE: The sequence is fixed for all learners and increases in complexity.

Third and Fourth Instructional Design Constructs

METHODOLOGY: The approach to the task of teaching reading differs for the two major divisions. In the first section, there are six "centers of interest." Some three pages each in length, these centers of interest introduce, in all, 56 vocabulary words, using all Spanish vowels and consonants except "k." The teacher develops a story around the pictures and vocabulary words, to be followed by class discussions. Vocabulary words are compared in terms of the number of letters and similar lines and strokes. Words are repeated, read in several different orders, and identified in lists of previously learned words. Vowels receive primary emphasis toward the end of this section.

Part two involves the lives and adventures of the already-introduced central characters. Consonants are introduced first in sentences, in single words (generally the subject), and later analyzed as integral parts of words. Then they are combined with vowels to form syllables, words, and again sentences. The developers diagram the approach this way: phrase→word→syllable→letter→syllable→word→phrase.

Other activities suggested involve drawing, dramatizations, prereading and prewriting skills development, and just about any related teacher-developed exercise. Suggestions and methodological considerations are found in the final pages of the reader.

MEANS OF EVALUATION: There are no procedures outlined for the assessment of learner progress.

Congruence of Four Instructional Design Constructs

SUMMARY: The absence of an evaluation construct makes it virtually impossible to isolate learner difficulties and to monitor learner progress.

Additional Considerations

PHYSICAL DESCRIPTION: All three books are softbound. The reader contains a section directed to the teacher. Illustrations are small, but clear and attractive.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

Overall Assessment and Recommendations

SUMMARY: This sight-reading program could be used to satisfy the purposes outlined if it is used in conjunction with supplementary materials. The analysts feel more detailed prereading and prewriting activities should be described along with more detailed guidelines for the presentation of new material.

SAETA SERIES

Identification and Background

TITLE: Saeta Series

AUTHOR: Emiliano Martínez (Director)

PUBLISHER: Santillana, S.A.; Elfo 32; Madrid – 27 (distributed by Santillana Publishing Company; 575 Lexington Avenue; New York, NY 10022)

COPYRIGHT: 1970

MEDIUM: print (readers and consumable workbooks)

COMPONENTS:

El molino: texto de lectura 1 (reader)
El piragua: texto de lectura 2 (reader)
La noria: texto de lectura 3 (reader)
Veleta: cuaderno de trabajo levels 1-10 (workbooks)
Libro guía de "Saeta": método de lectura y escritura (teacher's manual)

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: end of k-1.

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language characteristic of Spain. The second person plural is used extensively.

LANGUAGE LEVEL: k-1, advanced.

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First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: To teach mastery of communication skills so that learners can extract the vast amount of knowledge within their reach.

LEARNER GOALS: The reading and writing goals are presented on different pages of the manual. Presented together, they are:

(1) To develop an appreciation for reading;
(2) To know how to use reading in everyday life;
(3) To develop skills in comprehension;
(4) To develop clarity of written expression;
(5) To develop order and sequence in ideas and syntax; and
(6) To increase legibility.

LEARNER OBJECTIVES: Objectives appear at the beginning of each of the 37 units throughout the series, e.g.,

"To write on a dotted line and copy...
To complete sentences that are missing a word...
To reinforce the aural and visual discrimination of *r, z, e, j, g.*"

Second Instructional Design Construct: Contents

SCOPE: This series appears to cover the following skills in adequate depth and breadth. Supplementation is not mentioned.

level 1: onomatopoetic sounds, exclamations, visual memory, aural discrimination, logical association, visual-motor coordination, classification based on association, similarities and differences.

level 2: introduction of sound-symbol correspondence of consonants and vowels, accompanied by copying exercises. Short sentences appear in reader.

level 3: more difficult sounds are covered, e.g., *ll, ch, ü.* Consonant blends are introduced along with some syllabic combinations. Sentences in reader are more complex.

SEQUENCE: The material throughout this series proceeds in increasing complexity. Reinforcement takes the form of review units which are placed after every five units. The entry and exit points are fixed for all learners.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: The description of the methodology in the manual is clear, comprehensive, and useful. The activities are varied, not lengthy, and follow this general pattern for each lesson: (1) a motivational activity; (2) a reading or narrative; (3) a topic of conversation related to the reading selection; (4) an activity which is designed to develop the target skill; (5) follow-up practice; (6) reinforcement activities, for the upper levels only. This methodology is labeled didactic by the analysts.

MEANS OF EVALUATION: The teacher's manual mentions a prognostic test and an evaluation test, supplied with directions and correction booklets; these materials were not available for evaluation. In each review unit, there are suggestions for teacher judgment of the learner's reading ability, as well as exercises which are actually criterion-referenced tests. These exercises are not addressed to all the skills this series proposes to teach but do supply the teacher with information regarding the learner's progress in the following areas:

(a) the ability to use recognition techniques based on phonetic analysis;

(b) the correct identification of upper- and lower-case letters studied;

(c) reading comprehension; and

(d) using phonetic clues in the recognition of words.

Congruence of Four Instructional Design Constructs

SUMMARY: There seems to be no problem with congruence.

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Additional Considerations

PHYSICAL DESCRIPTION: The program consists of three readers and ten workbooks. The readers are hardcovered and durable, contrasted with the workbooks' marked lack of durability. However, since there are ten workbooks, the child will not be using the same workbook for any length of time. The illustrations depict animals, and children engaged in children's activities. They are cartoon-like, colorful, and alive. The manual is some 312 pages in length, with an annotated reproduction of each page from all ten workbooks and three readers. As noted above, the prognostic and evaluation tests were not available for analysis.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: There are no black characters in any of the illustrations. The illustrations are violent, in one analyst's opinion, and exciting, in that of another. The lack of cultural elements relevant to the Spanish-speaker living in the United States is quite noticeable.

Overall Assessment and Recommendations

SUMMARY: The comprehensive teacher's manual, the organization and systematism of the content organization, and the overall attractiveness of this product are outstanding features. However, neither the Castilian Spanish nor the cultural representations are relevant to the Spanish-speaker living in the United States.

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SANTILLANA BILINGUAL SERIES

Identification and Background

TITLE: Santillana Bilingual Series

AUTHOR: Emiliano Martínez (director)

PUBLISHER: Santillana, S.A.; Elfo 32; Madrid – 27 (distributed by Santillana Publishing Company; 575 Lexington Avenue; New York, NY 10022)

COPYRIGHT: 1972

MEDIA: print and visuals

COMPONENTS: Level I:
Prueba aptitud para lectura/Reading Readiness Assessment
PAL * (test manual)
Mira (reading readiness book)
Mira y lee (reader)
Lee y trabaja (reader)
Trabaja y aprende (reader)
Libro de actividades (workbooks for each reader)
Tarjetas de uso colectivo * (flash cards)
Guía para el profesor (guide); *Sistema de manejo del programa** (program management system guide); *Evaluación basada en criterios* (evaluation materials for each book); *Evaluación final nivel I* (final evaluation); *Manual para el profesor* (manual for final evaluation)

Level II:
La ciudad (reader)
Otros amigos, otras culturas (reader)
Libro de actividades (workbooks for each reader)
Guía para el profesor; Sistema de manejo del programa; Evaluación basada en criterios; Evaluación final nivel II; Manual para el profesor;* Answer key cards
*not available for analysis

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 1-2

POPULATION CHARACTERISTICS: Although the publisher claims the program is addressed to Puerto Rican children, the analysts feel the cultural and linguistic connotations are minimal and the program can be used by any group.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers.

LANGUAGE LEVEL: k-3 level I: intermediate; level II: advanced.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: To give children a tool for communication that ". . . will permit them by themselves to investigate the vast mountain of knowledge at their disposal."

LEARNER GOALS: After suggesting that to enumerate objectives may be unnecessary, the publisher lists objectives devised by W.S. Gray: "Broaden the horizon of the children with respect to objects and things within the limits of their environment; give more meaning to their lives by making them understand the experiences of others; apply the knowledge of objects, events, and activities to other places, countries, peoples, and times; interest them even more in their expanding world; inculcate them [sic] better attitudes, ideals and norms of behaviour [sic]; capacitate the pupils to find solutions to individual and social problems which are common to their age; enrich their cultural medium; give them pleasure and satisfaction by reading; cultivate in them a better ability to think and express their ideas; help them become familiar with the interests, activities, and problems of the community."

LEARNER OBJECTIVES: Detailed objectives are stated in the guides before each of the lessons. They are divided into areas labeled vocabulary, skills, attitudes, aspects of language, understanding and reasoning, oral expression, mechanics of reading, and general knowledge.

Second Instructional Design Construct: Contents

SCOPE: Mastery of the skills presented in each lesson is imperative. The program management system consisting of criteria-referenced assessment tests and mastery tests, enables instructors to monitor student progress. The skills include logical association, classification, discrimination, visual and auditory memory, oral expression, comprehension, intonation, pronunciation, visual recognition of normal endings, interpretation, phonetic analysis, structural analysis, morphological analysis, syntactical analysis, and motor coordination as they apply to reading and writing.

A broad cultural scope spans the materials. While the beginning materials deal with ". . . the most common centers of interests: home, family, school, games, animals, and the immediate community . . ." the materials presented later on deal with different communities and cultures.

SEQUENCE: The route is linear with single entry and exit points. The number of exercises to be completed depends on the ability of the individual student. Branching and recycling are made possible by the inclusion of instructions for additional exercises in the guides.

Third and Fourth Instructional Design Constructs

METHODOLOGY: The guides thoroughly describe the basic methods employed throughout the series. "Beginning with the global perception of words and phrases, it develops analytical habits and finally a synthetical recomposition of analyzed elements."

Accompanying each lesson is a well organized and structured lesson plan which follows this general pattern: materials used, development, initial activities, reading, oral exercises, and workbook exercises. One analyst reports elements of discovery, inquiry, and experimental methods in the presentations. Children work individually, in groups, and in general play active roles in the learning process. There is ample flexibility as evidenced by the branching and recycling opportunities.

MEANS OF EVALUATION: The authors have developed a Program Management System, complete with guides for each level. The system is composed of a network of three types of tests and a Pupil's Progress Report.

The Reading Readiness Assessment, which can be given in both English and Spanish, is designed to be used, as the name implies, at the beginning of the first level. A manual aids the user in administering the test, and it is assumed, in the interpretation of results.

Four formative diagnostic Criteria-referenced Assessments are designed to be used with each of the six textbooks. After each of the four tests is taken, students record the number of items they have been able to complete by coloring the boxes on the face of the Pupil's Response Report. Inside the report, the teacher records the areas the child has scored well on, and those for which some form of reinforcement appears to be in order, and makes necessary alterations. After all four tests have been completed, the child brings the progress report home and begins working on the next textbook.

The last segment of the evaluation materials consists of Mastery Level Tests given after each level has been completed. These tests too have separate manuals.

Congruence of Four Instructional Design Constructs

SUMMARY: The goal which states "Help [the children] become familiar with the interests, activities, and problems of the community" is poorly fulfilled, as the materials are not relevant to community interests or problems. In fact, few of the learner goals are at all realistic and there is no evidence that they will be realized with this reading and writing program.

In contrast, the objectives are congruent with the other constructs, and evaluation materials enable the teacher to monitor the extent to which the objectives are being achieved.

Additional Considerations

PHYSICAL DESCRIPTION: The textbooks and teacher's guides are hardcovered. All other components are softcovered and consumable. In the first-level materials, the illustrations are imaginative; those in the second-level materials are of a distinctly different style and, though colorful, are not as appealing.

SOURCE: Materials are written specifically for ethnic-American needs.

COMMUNITY ACCEPTANCE/FAIRNESS: The first level closely resembles the Dick and Jane readers, according to one analyst. The central characters constitute a middle-class white family with the inevitable cat and dog. Blacks are rarely depicted as central characters in illustrations, and women are often shown in stereotyped roles, e.g., homemakers, nurses, teachers. The cultural range is broad and generally well balanced.

ACCURACY: The first-level books are supposedly addressed to Puerto Rican children in New York. Yet, the topics, the illustrations, and the language fail to represent accurately the reality of that ethnic-American group.

Some of the illustrations in the evaluation materials – particularly M2 pages 4 and 6 and M4 pages 3 and 5 – might be difficult for the children to identify. The evaluation materials for Level II are not dependent on pictures.

Minor spelling errors have been found in some components, as well as a few poorly printed pages in the workbook for *La ciudad*. These errors do not seriously affect the effectiveness of these materials.

Overall Assessment and Recommendations

SUMMARY: The wording and some of the cultural representations in the first-level materials – i.e., the white middle-class family, consisting of mother, father, boy, girl, cat, and dog – are far too reminiscent of old-fashioned readers no longer universally accepted. Many of the sentences are repeated on the lower levels beyond what one analyst feels is necessary. On the other hand, the material in the second-level books is quite complex. Some of the selections have been termed "frivolous" and "unexciting" and, though designed for second-grade learners, many of the selections depict children who seem considerably older.

In contrast, this series has been recommended for use in bilingual programs in the United States by another analyst who feels the depth and breadth of the material, the cultural representations, the flexibility of the well organized methodology, and the thoroughness with which evaluation is handled all add up to strong points for the program.

SCDC SPANISH CURRICULA UNITS: LANGUAGE ARTS STRAND*

Identification and Background

TITLE: SCDC Spanish Curricula Units: Language Arts Strand*

AUTHORS: Spanish Curricula Development Center; Dade County Board of Public Instruction; Miami, FL

PUBLISHER: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane, Austin, TX 78721 (The publisher is also the distributor.)

COPYRIGHT: 1973-74

MEDIA: print (ditto packets, readers), visuals, manipulatives

COMPONENTS:

Unit 1, Grade One (ditto packet), plus 3 readers
Unit 2, Grade One (ditto packet), plus 4 readers
Unit 3, Grade One (ditto packet), plus 4 readers
Unit 4, Grade Two (ditto packet), plus 4 readers
Teacher's Guide, Units 1-4
Language Arts Supplement, Units 1-4
Set of 2 puppets for each unit**
[*Units 5-6, Grade Two,* and *Units 7-9, Grade Three,* scheduled to be available by fall 1976]

**not available for analysis

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 1-2

POPULATION CHARACTERISTICS: Available in Multiethnic, Southwest, Southeast, and Northeast Editions.

RESEARCH AND DEVELOPMENT EVIDENCE: "This *Southwest Edition* is the result of revision of the *Experimental Edition – GE.* It incorporates feedback from field centers across the nation whose pupil populations include children representing a wide range of Spanish backgrounds, but it especially reflects observations made in Southwestern communities by Mexican-Americans in many capacities: teachers, administrators, consultants, field trial coordinators, the Curriculum Adaptation Network for Bilingual Bicultural Education (CANBBE), and members of the SCDC staff. It is our hope that schools using the *Southwest Edition* will continue to provide feedback so materials may undergo further revision based on classroom use and community response."

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: Analysts deduce from the Preface to the teacher's guides that the developers produced the materials with the hope of reaching children of diverse Spanish backgrounds.

LEARNER GOALS: Both unit and kit goals are presented in the introductory section of the guides. Examples follow.

Unit goal: As in Units One and Two, Unit Three "...presents activities in oral language development and language-experience reading, structured reading, and comprehension and interpretation skills. The basic theme of Unit 3 is THE SCHOOL." Kit goal: "In Kit 10, the oral language development and language experience support the spiraling question, WHAT THE WANTS AND NEEDS OF THE CHILD ARE. The activities include identifying and describing the different wants and needs of the child related to safety conditions. The decoding process is continued and provides practice with words and structures from previous kits. New letters, words, and structures which are presented are reinforced through seatwork activities and the pupil's book, *Las aventuras de Cheo. Pinochio* is an oral story presented in four parts as a continuation of the listening program."

LEARNER OBJECTIVES: Objectives are stated for each lesson under two headings: *Focus and Objective,* e.g., "Focus: Making a language experience story... Objective: The child will be able to complete a language experience story about sounds he [sic] hears at school and feelings he [sic] associates with them."

Second Instructional Design Construct: Contents

SCOPE: Teaching of language involves general categories of activities, those for: (1) structured reading and related skills of comprehension and interpretation; (2) listening and related skills of comprehension and interpretation; (3) oral language development and language experience-reading. By extension, fundamental reading skills are covered (e.g., left-to-right orientation and auditory recognition of initial sounds) and such more complex tasks as analyzing word structures or an episode of a story. Cultural content encompasses short stories, fables, folklore, riddles, and children's poetry.

Material is treated in survey fashion, but in detail. Topics and skills are covered more than once in order to reinforce the learning process. All parts are not necessarily required for a satisfactory experience, but they should be covered for a total learning experience. Developers require, and have made available, supplemental materials for the purpose of reinforcing the core materials.

SEQUENCE: Sequencing is important because material increases in complexity and in general difficulty, and moves from the concrete to the abstract. All students presumably start at the same point, as determined by the developers. The route is linear, although opportunities for branching, based on teacher discretion, are possible. Open-ended generalizations are permitted throughout.

LANGUAGE LEVEL: 1-2, intermediate.

*The five instructional materials strands are Science/Math, Social Science, Fine Arts, Language Arts, and Spanish as a Second Language.

Third and Fourth Instructional Design Constructs

METHODOLOGY: The teacher's guides in all cases contain descriptions of the teaching/learning methodology. The descriptions are clear, comprehensive, and necessary in order to accomplish the assignment in question. Some of the activities prescribed by the developers are: visual recognition, motor coordination, demonstrating auditory recognition of sounds, identification of words that sound alike, recitation, comprehending and interpreting a narration, locating people and places in the classroom, analyzing the main idea of a story, demonstrating emotions via facial expressions, and recognizing punctuation.

The methodology may be labeled discovery, inquiry, and experimental. The learning environment is structured, but alternative modes may be instituted. Grouping is possible. Learners take an active role in the learning process, and the child is afforded the opportunity to be creative through language experience activities.

By virtue of the assignment of a central theme to each kit—e.g., "What the resources of the child are" or "What the wants and needs of the child are"—the children may become aware of themselves and those around them. Learner goals and objectives are fairly well fixed for all students.

Each instructional unit constitutes one book and contains four kits. A single kit is designed for two-to-three weeks of instruction. The introductory remarks in the guides are in English and Spanish; however, specific lesson instructions, in what appears to be an effort to conserve space, are in Spanish only with an accompanying summary in English.

MEANS OF EVALUATION: Assessment activities "...provide appropriate testing materials by which to measure the knowledge the children have acquired in the instructional activities...[and which] help the teacher determine which concepts or skills in the instructional activities need reinforcement." A chart presenting the criteria used to develop these activities contains the basic categories (readiness skills, sound and rhyme recognition, comprehension and interpretation, oral language development, sound and letter recognition, reading by structures, word recognition, language-experience reading) and the specific concepts/skills to be assessed. A list of the focuses and page numbers in the guide to indicate when they should be used is included as well. Last, in order to evaluate student responses and, again, to identify learner weaknesses, record-keeping sheets are available.

Congruence of Four Instructional Design Constructs

SUMMARY: The design constructs are entirely congruent.

Additional Considerations

PHYSICAL DESCRIPTION: Ditto packets, supplements, and teacher's guides are illustrated in black and white, softcovered, and spiralbound. Sold in classroom sets of 30 each, the readers, also softcovered, are illustrated in assorted bright colors. The quality of the black-and-white illustrations varies; at times it is good, at times it is fair, and sometimes physical characteristics of people tend to be unnatural and unrealistic to the point of being comical. Ditto packets and supplements contain all necessary worksheets; however, some form of reproducing master will have to be prepared by the teacher.

SOURCE: Materials written especially for ethnic-American needs.

COMMUNITY ACCEPTANCE/FAIRNESS: One analyst is alarmed at the use of vocabulary (to a large extent), stories, and illustrations, all of which are not particularly familiar to Mexican-American learners, in materials which are billed as a *Southwest Edition.* The materials are, in essence, composed of linguistic and cultural contributions from all U.S. Spanish-speaking populations. It can be inferred that the Northeast, Southeast, and Southwest Editions differ only in the lexical items presented in the guides, not in content. Therefore, the aforementioned inconsistencies will inevitably appear. For this reason, in the future, only a Multiethnic Edition will be published which will contain in the guides a listing of lexical variations. Teachers can then make necessary changes as they work through the materials. Illustrations, stories, and other nonlexical elements would remain the same.

ACCURACY: Inaccuracies consist primarily of orthographic errors: *expepto* instead of *excepto; lenguage* rather than *lenguaje;* and the omission of accent marks. In addition, page 64 of the unit one ditto packet is upside down.

Overall Assessment and Recommendations

SUMMARY: Aspects more culturally relevant to the southwest could have been included, instead of those which are more typical of other areas, and, accordingly, alien to the southwest. The materials do, nevertheless, reflect a general effort to develop materials conducive to use in bilingual bicultural programs. The content is complete, and, more important, effective learning is made enjoyable learning. The process of achieving the goals and objectives affects a broad scope of the learner's behavior. In sum, notwithstanding the lack of focus on the Spanish-speaking learner in the southwest, these materials represent a most significant step forward in bilingual bicultural instructional materials.

SENDA READING SERIES A

Identification and Background

TITLE: Senda Reading Series A

AUTHOR: María Elena Peniche Leger (Director)

PUBLISHER: Santillana, S.A.; Elfo 32; Madrid-27 (distributed by Santillana Publishing Company; 575 Lexington Avenue; New York, NY 10022)

COPYRIGHT: 1972-74 (rights for Mexican adaptation)

MEDIUM: print (textbooks and consumable workbooks)

COMPONENTS:

Lengua 1-6 (textbooks)
Fichas de trabajo 1-6 (workbooks)
Tecnología educativa 1-6 (guides)
Libro de lectura 1 (reader)
*Lectura fichas 1** (workbook for reader)
*Lectura tecnología 1** (guide for reader)
Norma: libro de consulta 5/6 (grammar text)

* not available for analysis

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 1-6

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. Some lexical items common only to Mexico.

LANGUAGE LEVEL: 1-6, advanced.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: These materials are written for the purpose of offering a systematic "global" approach to the learning of reading and writing in the Spanish language.

LEARNER GOALS:

Maturity: to aid sensory and perceptual motor development in each student.
Oral Expression: to develop mastery of the mechanisms of communication, viz., speaking and listening.
Written Expression: to improve the mechanisms of written communication.
Reading: to improve comprehension and to acquire the minimum knowledge to comprehend better the structures of the Spanish language; to orient the child, through literature, to the aesthetics of the written word.

LEARNER OBJECTIVES: Objectives are expressed in behavioral terms based on Bloom's taxonomy. They are explicit and stated in two groups, general and specific, before each unit in each of the six guides.

Second Instructional Design Construct: Contents

SCOPE: Since this is a fairly comprehensive language program, only the more general categories which comprehend numerous skills and topics are listed:
(a) oral expression
(b) written expression
(c) reading
(d) linguistic knowledge (grammar and syntax)
(e) orthography
(f) orientation to literature
(g) maturity (in terms of basic cognitive skills)

SEQUENCE: Points of entry and exit are fixed. The material increases in complexity and the route is linear. Advance organizers appear throughout and recycling activities accompany each unit for learners who fail to achieve the objectives. Branching provides for greater depth where desired.

Third and Fourth Instructional Design Constructs

METHODOLOGY: The guides supply two types of very detailed user instructions. One is intended to describe the methodology and support teachers in assisting students to achieve the objectives. The other is a series of well defined steps for the implementation of the aforementioned methodology in each unit. Most of these descriptions follow this pattern:

(a) mode of presentation and materials needed
(b) definition and clarification of objectives
(c) learning activities
(d) branching and recycling considerations
(e) evaluation processes

Since there are elements of discovery, experimental, inquiry, and didactic methods in varying degrees, this methodology can best be described as eclectic.

MEANS OF EVALUATION: The developers have written two types of criteria-referenced evaluations to be used in this series. One is spaced throughout each level, totaling four or five, and the other is called an internal evaluation, which is considerably shorter and less detailed but appears in each unit.

The internal evaluations measure mastery of the objectives for the particular unit. The other evaluations, also located in the workbooks, are units themselves, containing a separate set of objectives, procedures, and suggestions for the interpretation of results. Teachers are in turn equipped with the information necessary to make effective decisions in terms of branching and recycling activities or the lack thereof.

Congruence of Four Instructional Design Constructs

SUMMARY: The tight-knit congruence of the design constructs is characteristic of very well designed instructional materials.

Additional Considerations

PHYSICAL DESCRIPTION: Each level contains a guide, a consumable student workbook, and reader. The first level has an additional text, *Método de lectura y escritura,* and an accompanying workbook. Levels five and six have an accompanying *Libro de consulta.*

The textbooks are hardcovered; workbooks and guides are softcovered. All components are imaginatively illustrated. The workbook pages are designed to be torn out and are therefore loosely bound.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

TEACHER PREPARATION: One analyst mentions parenthetically that the teacher using these materials should be truly bilingual.

COMMUNITY ACCEPTANCE/FAIRNESS: Since this series is a Mexican adaptation of an original Spanish series, some of the lexical elements and most of the cultural representations are relevant to Mexico.

ACCURACY: One insignificant spelling error was found in the first teacher's guide.

Overall Assessment and Recommendations

SUMMARY: This series comes highly recommended for use in bilingual bicultural programs in the United States with Mexican-American Spanish-speaking populations. One marginal reservation is that it may not be feasible to use the materials on the suggested levels; they may be too difficult. The material is congruent, provisions are made for individual learning differences, useful evaluation materials have been developed, and goals and objectives are clearly stated.

SENDA READING SERIES B

Identification and Background

TITLE: Senda Reading Series B

AUTHORS: Emiliano Martínez (Director), Antonio Ramos (Director, area of language arts)

PUBLISHER: Santillana, S.A.; Elfo 32, Madrid – 27(distributed by Santillana Publishing Company; 575 Lexington Avenue; New York, NY 10022)

COPYRIGHT: 1971-74

MEDIUM: print (textbooks and consumable workbooks)

COMPONENTS:

Senda lectura 1-6 (readers)
Literatura 7-8 (literature books)
Fichas de trabajo 1-8 (workbooks)
*Fichas respuesta 1-2, 3-8** (answers for workbooks)
Norma: libro de consulta 4/5 -8 (grammar texts)
Pruebas de evaluación (Santillana Evaluation System**)
Fichas de evaluación 1-8 (evaluation materials)
Tecnología educativa 1-8 (teacher's test manuals)
Tecnología educativa 1-8 (teacher's test manuals for final tests)

* not available for analysis

** One Santillana Evaluation System covers the evaluation components for Santillana's mathematics, language, social science, and natural science series; it must be purchased as a complete system.

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 1-8 (3-10 or 4-11 in opinion of analysts)

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. Also uses some language characteristic of peninsular Spanish, e.g., *vosotros* form.

LANGUAGE LEVEL: 3-10, advanced.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: To present a language arts program that will awaken in students a desire to read, thereby giving them the necessary tools for intellectual, aesthetic, and moral growth.

LEARNER GOALS: (1) To achieve greater reading comprehension; (2) To develop the ability to judge critically things that are read; (3) To involve the learner in the selection of topics and in the acquiring of a personal writing style; (4) To acquire grammatical concepts; (5) To initiate the learner in the reading and appreciation of literature.

LEARNER OBJECTIVES: Very clear objectives are listed before each unit in the guides. General objectives, relevant to the entire series, can be inferred: (1) To develop reading skills which will increase comprehension and enable learners to read with a critical eye; (2) To develop the process of observing, experimenting, and reasoning before writing; (3) To enjoy independence in choosing topics to write about; (4) To internalize both simple and complex linguistic concepts; and (5) To learn to appreciate literature and understand the major literary genres, artistic styles as they are made manifest in literature, and the evolution of literature from its origin to the present.

Second Instructional Design Construct: Contents

SCOPE: The breadth of this program is tremendous and it is perhaps unequalled in depth. The multitude of skills involved in oral expression; written expression; linguistic analysis, including phonology, morphology, semantics, and syntax; reading for comprehension and criticism; reading and studying various literary genres and artistic styles (as manifest in literature from all over the world); and the history of the Spanish language all traverse an eight-year presentation.

SEQUENCE: Components within each level are coordinated; however, the increase in complexity of the material between levels is highly disproportionate. The route is linear and although all students are to enter and exit at the same points, they may not all cover exactly the same material. The developers have incorporated branching and recycling materials in each unit. Linguistic and literary concepts follow a cyclic presentation.

Third and Fourth Instructional Design Constructs

METHODOLOGY: The user is given close guidance from the guides for the use of the materials. The descriptions are clear and easy to follow, and, though variable, the overriding teaching methodology is didactic.

The grammar presentation is inductive. The grammar books discuss language, and students are expected to use these descriptions to identify linguistic elements and perform related tasks. For example, the initial levels require learners to supply synonyms or antonyms, or to rewrite phrases making slight changes. On the more advanced levels, transformational grammar theory is emphasized. Students are asked to diagram sentences, to identify paradigmatic relationships, to learn Spanish phonemes in terms of points of articulation, and to be able to identify phonological, morphosyntactic, and semantic representations of words.

Orthography and literature also follow inductive lines of presentation. Composition activities allow learners to interact with one another and to express personal opinions and sentiments. The three uppermost levels contain creativity sections in the workbooks which, again, permit individual expression and serve as a motivational element.

Reading selections are invariably followed by comprehension exercises which develop skills progressively.

MEANS OF EVALUATION: Incorporated in this program are two types of evaluations of student progress. The internal evaluation is a brief criteria-referenced set of exercises, present in each unit, designed to give the teacher an idea of student progress, using a less formalized method of evaluation.

The Santillana Evaluation System consists of prepared criteria-referenced tests, which are given approximately five times on each level and include a final evaluation. There is a set of guides to be used with these tests and a separate set of guides for the final test. The tests have a set of objectives, procedures, and suggestions for interpretation of results listed in the guides. Each learner's test package contains all of the language arts, social science, natural science, and mathematics tests for the particular level and record-keeping cards for recording results.

Both forms correspond closely to the stated objectives. Results are used as a guide for decision-making in regard to branching and recycling activities.

Congruence of Four Instructional Design Constructs

SUMMARY: The four constructs reflect a high degree of congruence.

Additional Considerations

PHYSICAL DESCRIPTION: Workbooks and testing materials are consumable. Probably because the workbooks are designed to have the pages torn out, the quality of the binding is poor and rather weak. Textbooks are hardcovered, and all guides are soft-covered.

Because the Santillana Evaluation System must be purchased in its entirety, problems may arise if fewer than four curriculum areas are used by a school system. If learners happen to be working in level two of the mathematics series and level one of the language series, for example, double the quantity of evaluation packets will be necessary.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

ACCURACY: Several examples given as epic poetry cannot be accepted as such and do not coincide with the definitions the developers give for epic poetry, e.g., "El poeta a caballo" by Juan Ramón Jiménez, and "Romance de la luna" by García Lorca. Many influential Spanish-American authors have been excluded, probably because the program is designed for use in Spain. The reader is given no indication that many of the versions printed in the books are edited.

Overall Assessment and Recommendations

SUMMARY: The task of writing a language arts program as extensive as this one is indeed enormous. The effort is admirable, yet this series is not highly recommended for use in the bilingual bicultural classroom.

The seventh and eighth levels in particular present linguistic theory and concepts probably beyond the grasp, and certainly beyond the interest level, of most high school seniors. Students' and teachers' efforts alike would be better served if more time were spent developing abilities to use language rather than abilities to talk about language.

The exclusion of the contributions of many Spanish-American authors is criticized by one analyst as being culturally biased. A second, on the other hand, characterizes the focus on Spain as "...not a deterrent to learning but, rather, it adds another dimension to the child's understanding of Spanish." Non-Spanish-speaking authors are also represented.

In spite of the shortcomings, *Senda Reading Series: B* is one of the better designed Spanish materials available for use in the United States. It is certainly comprehensive. Perhaps with adaptation of content, cultural as well as linguistic, it would be valuable to bilingual bicultural education.

SERIE LENGUAJE

Identification and Background

TITLE: Serie Lenguaje

AUTHORS: Andrés Méndez García, et al.

PUBLISHER: Ediciones Anaya, S.A.; Salamanca: L. Braille, 4; España (distributed by Anaya-Las Americas Spanish Book Center; 152 East 23rd Street; New York, NY 10010)

COPYRIGHT: 1971-74

MEDIUM: print (textbooks and consumable workbooks)

COMPONENTS:

Lenguaje: libro de trabajo 1-2 (workbooks)
Lenguaje: libro de consulta y trabajo 3-5 (workbooks/textbooks)
Lenguaje 1: cuaderno de actividades 1-3 (activity books)
Lenguaje 1: cuaderno de actividades (soluciones) 1-3 (answer books)
*Lenguaje 2: cuaderno de actividades 1-2,3** (activity books)
Lenguaje 2: cuaderno de actividades (soluciones) 1-3 (answer books)
Lenguaje 3: cuaderno de actividades 1-2 (activity books)
Lenguaje 3: cuaderno de actividades (soluciones) 1-2 (answer books)
Lenguaje 4: cuaderno de actividades 1-2 (activity books)
Lenguaje 4: cuaderno de actividades (soluciones) 1-2 (answer books)
Lenguaje 5: cuaderno de actividades 1-2 (activity books)
Lenguaje 5: cuaderno de actividades (soluciones) 1-2 (answer books)
Guía *del profesor 1-4, 5** (guides)
Fichas de evaluación 1-5 (evaluation materials)
Fichas de evaluación (soluciones) 1-5 (answer books)

*not available for analysis

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 1-5 (for use in Spain)

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: 1-5, advanced.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: (implied) To provide a broad, comprehensive course in Spanish language arts.

LEARNER GOALS: To assimilate the learner into the stimulating world of language.

LEARNER OBJECTIVES: Two types of objectives are written for each unit: general and behavioral. Characteristically, they are clear and detailed, e.g., those for unit eight, level three:

> "general objectives: The students will learn the meanings of the words in the vocabulary list; the students will understand the reading selection; the students will learn to use the 'r' and the 'rr'; and the students will learn to find the verb in a sentence."

> "behavioral objectives: Presented with a series of vocabulary words and their corresponding meanings, the learner will match them correctly; Given a group of vocabulary words and corresponding synonyms, the learner will be able to match them; Given a group of vocabulary words and their corresponding antonyms, the learner will be able to match them; Given three explanations, two of them false, related to the expressions in the vocabulary, the learner will recognize the truth as such; Given three explanations, two of them false, involving the use of 'r' and 'rr,' the learner will recognize the true one; Presented with five words in which the letter 'r' is substituted by a blank, the learners will complete them correctly; Given five sentences, the learner will identify the verb of same."

Second Instructional Design Construct: Contents

SCOPE: The primary focus of levels one and two is on vocabulary development. There is a less frequent, though consistent, concern for orientation with concepts in language, e.g., gender, as related to articles and subject pronouns, and various sounds and blends. Stories, legends, fables, and songs are used. Some of the comic-style stories are common to Spain; others are world renowned. The study of language on the third-through-fifth levels is much more overt. Elementary concepts are treated each time in greater depth. The breadth too is increased substantially. Reading selections are based on literary texts.

SEQUENCE: Order of presentation is based on increasing complexity. Complementary material pertinent to upper levels may be used for branching or supplementation: "Vocabulario Ortográfico," which provides frequently used words and idiosyncratic meanings; "Refranes," which are proverbs, e.g., "El que fue cocinero antes que fraile sabe lo que pasa en la cocina"; "Redacción," supplying topics for both guided and free composition; "Instrucciones," various written directions which learners are to follow; and "Recorte de Prensa," appearing after unit 19 of level three, designed to exercise the student's ability to distinguish principal and secondary ideas in news clippings.

Third and Fourth Instructional Design Constructs

METHODOLOGY: The developers describe in detail how the material is to be presented. The overriding methodology employed is didactic. Nevertheless, some evidence of inquiry and experimental procedures is present, especially in the complementary material. The learning environment is open, allowing for class, small group, and individual instruction. At times, directions for the development of a topic are less elaborate than they are at other times.

A typical lesson for the lower levels involves vocabulary presentation and related activities, motivation activities, class presentations, and group activities followed by individual activities. Levels three through five contain more lengthy class presentations and lack the motivation and group activities sections. The individual activities section is preserved, and the complementary activities section expanded.

MEANS OF EVALUATION: Each student is to have his/her own evaluation booklet. One booklet for each level allows for continuous assessment of learner progress. Five tests accompany each level.

No indication is given, however, of when the evaluation materials are to be administered or of what, if any, changes are to be effected.

A more frequent means of measuring learner progress is proposed by the developers in the form of key exercises, signaled in the guides, which the teacher can use to determine if learners have achieved the objectives of the unit.

Congruence of Four Instructional Design Constructs

SUMMARY: There are no problems regarding congruence among the four design constructs.

Additional Considerations

PHYSICAL DESCRIPTION: All components of this program are colorfully illustrated, though to a lesser degree on the upper levels, and softbound.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: People depicted are almost exclusively white middle-class persons.

There is a strong Roman Catholic orientation evident in the materials. One such example appears on page 60 of level two, where a young boy, kneeling at a confessional, illustrates a religious story. Christ on the cross is depicted on page 55 of level five, along with an accompanying prayer.

On page 10 of the activity book for level one, a copying exercise involves two sentences revealing sex-role stereotyping which can be translated as:

"My father works at his profession."
"My mother arranges and takes care of the house."

Overall Assessment and Recommendations

SUMMARY: These well designed materials provide a comprehensive course of study for native speakers of Spanish. Topics within each lesson are treated thoroughly. The step-by-step instructions for the teacher are very helpful, except for the lack of direction given for the implementation of the evaluation materials.

The language used is very characteristic of Spain, e.g., the use of the second-person plural. The reading material is markedly difficult for the grade levels indicated by the developers, and it is not common practice in the United States to teach cursive writing in the first grade.

SERIE TOÑO Y DORA

Identification and Background

TITLE: Serie Toño y Dora

AUTHORS: Antonio González Soler, Eduardo Soler Fiérrez

PUBLISHER: Ediciones Anaya, S.A.; Salamanca: L. Braille 4 (distributed by Anaya-Las Americas Spanish Book Center; 152 East 23rd Street; New York, NY 10010)

COPYRIGHT: 1972-74

MEDIUM: print (readers and consumable workbooks)

COMPONENTS:

Libro de lecturas 1-2 (readers)
Cuaderno de actividades 1a, b (workbooks)
Cuaderno de actividades 2a, b (workbooks)

SUBJECT AREA: language arts (reading and writing)

CURRICULUM ROLE: basic

GRADE LEVELS: 1-2

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. Some lexical elements, especially nouns, are characteristic of use in Spain.

LANGUAGE LEVEL: 1-2, advanced.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: (implied) This program proposes to teach reading and writing simultaneously.

LEARNER GOALS: Not stated, goals are left entirely to the user.

LEARNER OBJECTIVES: Objectives, too, are not stated, and left entirely to the user.

Second Instructional Design Construct: Contents

SCOPE: The following areas are covered: vowel sounds, consonant sounds, monosyllabic words, simple sentences, dialogs, stories, narratives, word recognition, syllabification, word completion, and comprehension. Most areas receive minimal treatment.

SEQUENCE: Readings and vocabulary move from simple to complex. There are single entry and exit points.

Third and Fourth Instructional Design Constructs

METHODOLOGY: Recommendations for use of the materials are not supplied, as there are no guides or any facsimile thereof. A didactic teaching methodology is implied, which leaves no consideration for individual learner differences.

A phonetic approach to the teaching of reading is followed. Exercises involve matching pictures with words, tracing, syllable drills, associating pictures and sentences, and comprehension questions. The learning environment is teacher-centered.

MEANS OF EVALUATION: The developers fail to provide procedures or recommendations for assessing learner performance.

Congruence of Four Instructional Design Constructs

SUMMARY: Intents are not made clear, methodology is not discussed, and evaluation procedures have not been developed.

Additional Considerations

PHYSICAL DESCRIPTION: Illustrations are large and colorful. All books are softcovered.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: Children depicted are white and middle-class, exclusively. Sex bias is implied as boys and girls play different types of games. Value judgments are recurrent, e.g., page 26, book one: "Seals are ugly." Religious matter, page 47, book two, stresses that children "...pray every day to the baby Jesus."

There are other problems prospective users in the United States should be aware of. To Puerto Rican populations, the word "bicho" hardly means bug. The bilingual child may well be adept at combining English and Spanish; consequently, sentences like "Mi mamá baña a Pusi" or "Nelo lame a Pusi" may cause a chuckle in class and much worse at home. And there are more.

ACCURACY: Page six of the level-two reader contains awkward sentence patterns. On page 15 of the first level-one workbook, a picture of a foot is presented. The student is to supply the name of the picture. Since "pie" has not yet been introduced, "pata" seems to be the answer. However, "pata" is not used to refer to human beings.

Overall Assessment and Recommendations

SUMMARY: The materials do not appear to be well thought-out. Some of the words carry different connotations to Spanish-speakers living in the United States, as mentioned above, and others are simply not familiar, e.g., *vosotros*. The instructional design is full of holes and there is enough objectionable material to dismiss the use of these materials in the United States.

SERIE TU IDIOMA

Identification and Background

TITLE: Serie Tu Idioma

AUTHORS: Carlos Medellín; Javier González

PUBLISHER: Cultural Colombiana, Ltda.; Bogotá (distributed by Cruzada Spanish Publications; P.O. Box 1269; Homestead, FL 33030)

COPYRIGHT: 1970-73

MEDIUM: print (consumable text/workbooks)

COMPONENTS:

Tu idioma 1-5
*Guía para el profesor: level 1, levels 2-5** (teacher's guides)

*not available for analysis

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 1-5

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: The fifth book states that this third edition has taken into consideration the evaluation made by the Division of Education, of the University of El Valle, after the book was used for one year in a school supervised by the University.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. A few Colombian regionalisms have been reported.

LANGUAGE LEVEL: 1-5, advanced.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: Language is the best instrument to express thoughts and feelings. The acquisition of language skills will facilitate the learning of all subject matter and will enable children to develop a capacity for expression that will allow them to use language more efficiently, not only in the learning process, but throughout life.

LEARNER GOALS: (1) To help the child communicate by developing oral and written expression; (2) to prepare the student to use his/her own personal experiences in all the learning processes in life; (3) to make students aware that language is the most efficient method of expression; and (4) to show learners that knowledge of language will facilitate learning in other areas of study.

LEARNER OBJECTIVES: The guide for the first book lists objectives for each lesson, e.g., "To develop the child's ability to memorize and to improve vocabulary." It is assumed that the guides for the subsequent levels, which the analysts did not see, handle the objectives in a similar fashion. General objectives for each succeeding book can be inferred.

Book two: To enable students to communicate ideas, using oral and written language; to introduce literary reading selections adapted to meet the abilities of the age group; and to present grammatical concepts.

Books three through five: to extend objectives previously stated and to integrate topics and vocabulary of other areas of study.

Second Instructional Design Construct: Contents

SCOPE: The content is covered clearly, in survey fashion, and usually only once. There are four areas of study which make up this language arts program: (1) reading (poems, riddles, stories); (2) vocabulary development; (3) writing (both penmanship and expression of ideas); (4) grammar (elements of a sentence, parts of speech, simple tenses, orthography).

SEQUENCE: The route is linear. Lessons increase in complexity as the learner moves through the book and into upper levels. Apparently, entry and exit points are fixed.

Third and Fourth Instructional Design Constructs

METHODOLOGY: The method is termed global by the developers, consisting of three stages: (1) global perception of the phrase; (2) global perception of the word; (3) analysis and synthesis of the word.

There are no descriptions of how to use this material. All students follow the same pattern and are expected to produce the same answers. No considerations are given to pacing.

Interaction appears to be limited to teacher and one or more learners. This method is unquestionably didactic. Most lessons follow this general sequence: (1) reading: All children read the story and answer related questions; (2) vocabulary: Learners are to memorize new vocabulary found in the story; (3) grammar: Learners are expected to complete exercises, e.g., underline the predicate; (4) dictation; (5) composition; (6) penmanship.

MEANS OF EVALUATION: The developers provide neither procedures nor recommendations for assessing learner performance.

Congruence of Four Instructional Design Constructs

SUMMARY: The major problem regarding congruence of the constructs is the absence of evaluation materials.

Additional Considerations

PHYSICAL DESCRIPTION: The textbook/workbooks are consumable. All materials, including the one guide which was available for analysis, are soft-bound.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: Stories tend to be moralistic, e.g., "Glory is not in being big, but in being useful" (book four, page 41). There are also religious connotations in activities such as an exercise which directs students to explain "Welcome all men who follow Your will, for death will not be painful for them." (This quote is from a story children read about St. Francis.) Such references to the Catholic faith are termed "mere cultural representations" by one analyst, since many people in the Spanish-speaking world are Catholic. There are no blacks represented in the materials, and, in the section dealing with proper names, only men are introduced. The last three books are of specific relevance to Colombian culture.

ACCURACY: Some minor spelling errors have been reported, e.g., "capanas" should be spelled "campanas."

City life as experienced by Spanish-speakers living in the United States is not represented.

CURRENCY: There is a mixture of past and contemporary elements, with perhaps too much emphasis on historical references.

Overall Assessment and Recommendations

SUMMARY: One analyst feels only the first two levels can be used in bilingual bicultural programs because of the relatively simple language and the contemporary selections of children's literature. The technique of addressing the learner directly, used throughout the series, is looked upon favorably.

On the other hand, another analyst finds none of these books adaptable for use with any of the Spanish-speaking populations in the United States. The language, for the most part, is advanced and will cause difficulty for the Spanish-speaker who is not truly fluent. The methodology is rigid and makes no provisions for individualizing instruction. Evaluation materials are lacking, and emphasis on historical events of South America is quite heavy.

S.M. LECTURA (not actual title)

Identification and Background

TITLE: S.M. Lectura (not actual title)

AUTHOR: Andrés Pérez Asenjo

PUBLISHER: Ediciones S.M.; General Tabanera, 39; Madrid – 25 (distributed by Anaya-Las Americas Spanish Book Center; 152 East 23rd Street; New York, NY 10010)

COPYRIGHT: 1973

MEDIUM: print (readers)

COMPONENTS:

¡Hale! vamos: iniciación a la lectura (first reader)
Guía didáctica: ¡hale vamos! (teacher's guide for above)
*El pájaro verde** (second reader)
Primeros pasos (third reader)
*Guías didácticas** (teacher's guides for second- and third-level readers)

*not available for analysis

SUBJECT AREA: reading

CURRICULUM ROLE: basic

GRADE LEVELS: 1-3 (for use in Spain)

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language characteristic of Spain.

LANGUAGE LEVEL: 1-3, advanced.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: (implied) To present an elementary school reading program.

LEARNER GOALS: *¡Hale! vamos:* "... to learn to read and write as soon as possible." *Primeros pasos:* To practice reading in order to "... recreate the infantile imagination and deduce moral lessons."

LEARNER OBJECTIVES: (implied) To learn correct diction, natural intonation, and spontaneous self-expression; to learn all Spanish vowel and consonant sounds and sound-symbol correspondences; and to enrich vocabulary.

Second Instructional Design Construct: Contents

SCOPE: In the first 40 pages of the level-one reader, vowels and the majority of the consonants are covered in groups of four. The following 24 pages are dedicated to special sounds and letters such as *x* and *ch*. A third section is dedicated to slow, clear reading of stories. In the recombination lessons, writing is taught and material is covered again. In the third-level reader, comprehension and expression of opinions are given primary importance.

SEQUENCE: Entry and exit points are fixed for all learners. There is a gradual step-by-step progression in the difficulty of the material. Although the reading material in the third reader does become more complex, the exercises demonstrate a relatively equal degree of difficulty throughout.

Third and Fourth Instructional Design Constructs

METHODOLOGY: The teacher's guide for the *¡Hale! vamos* reader is a thorough compilation of explanations, suggestions, and directions. Opportunities for oral practice and for the development of prereading and prewriting skills are numerous. Motivation is handled via frequent storytelling, conversations, recitation, interpretation and summaries, and dramatizations. These activities also provide the teacher with additional opportunities to work on intonation and clear expression of ideas. Learners work as a class, in small groups, and individually.

Individual reading is preferred by the developer, and the approach is basically phonetic. Once the vowel sounds are learned, the consonant sounds are treated one at a time in the context of words and phrases. Pacing is left to teacher judgment. It is strongly suggested, however, that as much time as necessary be taken. Page-by-page instructions, as well as general classroom management techniques, are contained in the guides for *¡Hale! vamos.*

Cursive, in the opinion of the author, is the simplest form of handwriting and is consequently what is taught. But writing is nowhere equaled in importance to reading.

The guide for the second- and third-level readers were unavailable to the analysts. It is noteworthy that the third reader follows a distinctly different format. The reader is a collection of stories, most of which have moral lessons. Following each story is a "let's talk" section which elicits the learners' opinions and checks their comprehension.

MEANS OF EVALUATION: Neither procedures nor suggestions for evaluating learner progress are incorporated in the materials.

Congruence of Four Instructional Design Constructs

SUMMARY: Without evaluation procedures it would be difficult to judge if the learners have achieved the intents and if the most appropriate pacing has been implemented.

Additional Considerations

PHYSICAL DESCRIPTION: The readers are hardcovered and the guide softcovered. Illustrations are in color. A great deal of material is crowded on each page of the first-level reader.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: Repeated references to Roman Catholic ideals are evident, e.g., book one, pages 63, 74, 76. Women are depicted as nurses, cooks, and tailors, while men are masons, woodcutters, and postal workers (page 67, book one). And, again in book one, on page 83 a primitively dressed black child is depicted with an accompanying poem which describes how he makes chocolate.

Overall Assessment and Recommendations

SUMMARY: The approach to the teaching of reading on the first level – with interwoven accommodations for motivation and the refinement of oral expression – is very well done. However, elements of dual purpose change on level three to merely reading and responding to content-related questions. Furthermore, cultural variations, which account for the nature and severity of the fairness considerations, make much of the material not relevant to U.S. Spanish-speaking children.

The materials analyzed have moved the analysts to reserve a favorable recommendation of this series. Analysis of unavailable components conceivably could alter this assessment.

S.M. LENGUAJE

Identification and Background

TITLE: S.M. Lenguaje

AUTHORS: Andrés Pérez Asenjo, et al.

PUBLISHER: Ediciones S.M.; General Tabanera, 39; Madrid-19 (distributed by Anaya-Las Americas Spanish Book Center; 152 East 23rd Street; New York, NY 10010; and by Eliseo Torres; 17 East 22nd Street; New York, NY 10010)

MEDIUM: print (textbooks and consumable workbooks)

COMPONENTS:

S.M. lenguaje 1-6 (textbooks)
Fichas de actividades 1-6 (workbooks)
*Diapositivas** (slides)

*not available for analysis

SUBJECT AREA: language arts

CURRICULUM ROLE: basic

GRADE LEVELS: 1-6 (for use in Spain)

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses culturally charged language characteristic of Spain. Literary selections and other reading matter reflect colloquialisms, e.g., "Pasaba muy mal rato" and "El tiovivo da vueltas sin cesar."

LANGUAGE LEVEL: 1-6, advanced.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: To contribute to the progressive and ordered learning of the Spanish language through a normal psychological process. To exercise all cognitive potentials and to develop observation skills through varied tasks designed to keep learners active and curious.

LEARNER GOALS: The goals for each level, both stated and implied, deal generally with oral and written communication and the structure of the Spanish language. Most stated goals are very broad, such as: to demonstrate to the student the richness of expressive, communicative, artistic, cultural, and structural values of colloquial, journalistic, and literary language; to channel the development of the expressive and creative aspects of language.

LEARNER OBJECTIVES: As with the goals, neither the presentation nor the scope of the objectives for each level is uniform. With the exception of levels four and six, the objectives are increasingly better defined and change from descriptions of the content to descriptions of behavior. Beginning on level three, objectives are divided into such areas as: written expression, vocabulary, oral expression, reading, orthography, and grammar. Examples follow: to familiarize students with the narrative form and to teach narrative techniques (level three); the student will distinguish with ease sentences, groupings, and words (level five).

Second Instructional Design Construct: Contents

SCOPE: The series deals extensively with the development of communication skills and grammatical concepts which are reintroduced in increased detail at each level. The scope is fixed for all learners. An overall view of general concepts and skills includes: observation; reading; oral language; vocabulary development; listening; orthography; grammar; use of aids (dictionary, library, bulletin boards, newspapers); types of language (colloquial, journalistic, literary). Textbooks are divided into two parts: language as a means of communication, and grammar.

SEQUENCE: The developers suggest two sequential approaches to the textbooks: either linear or alternating one chapter from the communications section with one from the grammar section. Entry and exit points are fixed for all learners. The material is arranged in an order of increasing complexity.

Third and Fourth Instructional Design Constructs

METHODOLOGY: The teaching methodology provides a variety of activities which will stimulate independent and cooperative work. Though the materials are highly structured and directive, active learner participation is provided for. After exposure to a general didactic presentation, the student is given tasks which focus on concepts to be learned. Provisions for both individual and small-group work are made. Emphasis is placed on accuracy and creativity in oral and written expression through recitation, discussions, and analytical compositions. Observation and reliance on various forms of information are stressed.

Descriptions of the teaching methodology are contained in the introductory sections to the workbooks. The teacher's guides were not available to analysts.

MEANS OF EVALUATION: Mastery tests are incorporated among the worksheets. The frequency with which they appear is dependent on the grade level. Some tests require teacher observation of student behavior and oral response. Generally, tests consist of some factual information presented in the textbooks. Some writing and application of learned concepts are also necessary. Tests closely parallel the contents. Therefore, similar questions are presented on more than one level, which is seemingly redundant. Levels four and five also have pretests which are designed to be administered at the beginning and end of the levels.

In the materials available to analysts there are no directions for the interpretation of results.

Congruence of Four Instructional Design Constructs

SUMMARY: Although much of the content and methodology revolve around oral expression, almost all of the testing is written.

Additional Considerations

PHYSICAL DESCRIPTION: Each level has a softcovered textbook and worksheets. The worksheets are contained in cardboard folders but are actually two-hole looseleaf binder fillers. The use of colorful cartoon-like illustrations in the textbooks drops off after level four. The worksheets are not colorful, tending to be lifeless and unattractive. Spacing for student responses is inadequate, especially for level one. In the advanced level textbooks, there are complicated charts with many abbreviations.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: Sex bias is evident in that girls and women are seldom included as characters in reading selections or depicted in illustrations. When depicted, women are shown only occupying very traditional roles. Religious teachings, especially poignant on the first level, may offend people of different religious orientations. Different racial groups are not included except for two illustrations of indigenous blacks and one good story about Ethiopians. Emphasis on Castilian Spanish and Spanish culture would not meet the needs of Spanish-speaking learners in the United States.

Overall Assessment and Recommendations

SUMMARY: Although the methodology is varied, the activities are very structured. Language level and complexity of concepts are inappropriate for use in bilingual programs in the U.S. For example, first-grade children must know how to read before beginning the first unit. Moreover, there is little relevance in cultural content and language to ethnic-American needs.

Techniques for the development of skills in independent research, cooperative work, and language may, on the other hand, prove helpful to the Spanish language teacher.

TESOROS DE MI RAZA

Identification and Background

TITLE: Tesoros de Mi Raza

AUTHORS: Edgewood School District, San Antonio, Texas

PUBLISHER: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721 (The publisher is also the distributor.)

COPYRIGHT: 1975

MEDIUM: print (reader and workbook)

COMPONENTS:
Tesoros de mi raza (reader)
Cuaderno de trabajo (workbook)

NOTE: The fourth grade levels-two and -three materials, *Raza de tesoros* and *Escaparate,* are scheduled to be available in 1976. The entire program – consisting of materials for fourth, fifth, and sixth grades – will be available for purchase in late 1976.

SUBJECT AREAS: reading and language arts

CURRICULUM ROLE: basic

GRADE LEVEL: 4

POPULATION CHARACTERISTICS: Developed for the Mexican-American child. The developers do state, however, ". . . all children, as well as adults, will find the stories interesting and informative."

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide. Some expressions are more frequently used by speakers of Mexican dialects, e.g., *ándale;* such instances are rare.

LANGUAGE LEVEL: 4, advanced.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: "The teaching of language is accomplished through lessons developed around stories or tales that concurrently present aspects of history, culture, and the everyday life of the Mexican-American child."

LEARNER GOALS: "The reading and discussions of the stories provide the opportunity to teach language indirectly, or rather, to model standard Spanish (not conspicuously, but in a subtle way and without criticizing the child's language), to suggest standard terms and words in place of regional words, to encourage the child to use language freely and energetically, and to stimulate in the child pride and delight in language and, consequently, in his/her culture."

"The grammar section provides direct teaching of Spanish, presenting concepts of structure, syntax, grammar, and orthography. . ."

LEARNER OBJECTIVES: Lesson objectives stated in behavioral terms are listed in the teacher's guide. The following, selected from lesson five, page 25, is an example: "The child will choose and write the demonstrative pronouns for the sentences in the exercise."

Second Instructional Design Construct: Contents

SCOPE: The reading selections are a compilation of Mexican legends, songs, stories, and poems rewritten in less complex language. Other selections are related to the experiences of the Mexican-American child, e.g., "Juan soy yo" and "El dilema de Roberto."

Treatment of language arts topics involves orthography, vocabulary enrichment, syllabication, alphabetical order, and the recognition and use of parts of speech, e.g., different types of articles, nouns, pronouns, adjectives, and verbs (first, second, and third conjugations in present, preterit, and future). The scope is broad and the depth appropriate for fourth graders. Treatment of verb tenses may be somewhat cursory and may require supplementation.

SEQUENCE: Both language concepts and the degree of complexity of the reading selections increase progressively. It can be inferred that the route is linear, with single entry and exit points.

Third and Fourth Instructional Design Constructs

METHODOLOGY: According to the developers, each of the 12 units is to last five days: day one – preparation for the reading, discussion of the theme, introduction of new words; day two – silent reading and discussion; day three – oral reading and discussion; day four – practice of language skills and enrichment activities; day five – evaluation.

Individual unit descriptions contain objectives, necessary materials, new vocabulary, discussion topics and questions, a listing of practice and enrichment activities, and very brief directions for the presentation of grammar, orthography, or syntax. Although the general directions encourage the teacher to help learners form conclusions, make comparisons, and recognize elements of composition, punctuation, accentuation, sentences, and paragraphs, a more didactic, inductive approach is implicit in directions such as "In order to illustrate the endings, [the teacher] will write the paradigm of the second conjugation on the board using the verb *vender*..."

Content questions related to the readings will help learners better understand the story. Some of the enrichment activities are designed to strengthen the learners' appreciation and understanding of their culture. "The children can invite a grandparent, uncle, aunt, or neighbor to visit the class and tell a story or legend that they had heard when they were children." Games and puzzles used in some of the lessons are suggested at the end of the guide.

MEANS OF EVALUATION: At the end of each unit there are evaluation pages in the workbooks (at times, several in number) which deal with the grammar concepts studied. These assessments are criterion-referenced tests. Although the teacher is given a good indication of learner progress, it can be inferred that measures to be implemented in the event learner difficulties are isolated are to be developed by the teacher.

Congruence of Four Instructional Design Constructs

SUMMARY: The design constructs appear to be fairly congruent.

Additional Considerations

PHYSICAL DESCRIPTION: The books are softcovered and interestingly illustrated in black and white. *Tesoros de mi raza* is the first of three sets of fourth-grade readers and workbooks. The remaining fourth-grade sets, *Raza de tesoros* and *Escaparate*, as well as fifth- and sixth-grade materials, are still in developmental stages.

SOURCE: Materials developed especially for ethnic-American needs.

COMMUNITY ACCEPTANCE/FAIRNESS: The story "El señor de los milagros" carries heavy religious connotations. Other stories – although traditional in origin, e.g., "La llorona" and "La muchacha de camposanto" – deal with the supernatural and may not be acceptable to all community groups.

Overall Assessment and Recommendations

SUMMARY: The reading selections in *Tesoros de mi raza* would very likely be stimulating and most certainly culturally relevant to the Mexican-American child. This program is recommended for use in bilingual bicultural programs, particularly in the southwestern United States. Nonetheless, selectors are encouraged to solicit feedback from the community regarding religious and supernatural themes.

VICTORIA

Identification and Background

TITLE: Victoria

AUTHOR: revised by Mario Menéndez Fuentes

PUBLISHER: Ediciones Escolares "La Escuela Nueva, S.A."; Apartado 19.092; Madrid–16 (distributed by Lectorum Publications; 137 West 14th Street; New York, NY 10011)

COPYRIGHT: 1974 edition

MEDIUM: print (reader and consumable workbook)

COMPONENTS:

Victoria: libro primero de lectura y escritura (reader)
Cuaderno de trabajos prácticos (workbook)
Guía del maestro (teacher's guide)

SUBJECT AREA: language arts (initial reading and writing)

CURRICULUM ROLE: basic

GRADE LEVEL: 1

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: 1, advanced.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: (implied) The presentation of an initial reading and writing program in Spanish.

LEARNER GOALS: Not stated.

LEARNER OBJECTIVES: In the teacher's guide, objectives are stated for each page in the reader. Examples follow.

> "To recognize the word *mamá* [page 4] ... To identify the word *papá*. To contrast the labial consonants *m* and *p* [page 5] ... Recognition of the words *gato, gusano, laguna, mago, gota,* and the combinations *ga, gue, gui, go, gu* [page 12]."

In the workbook, there are objectives for the readiness activities: "to reinforce visual memory; to affirm motor coordination; to develop a logical memory; to strengthen auditory memory."

Second Instructional Design Construct: Contents

SCOPE: Some readiness activities are to be developed by the teacher; others are supplied in the workbook. The reader is divided into two sections. The first begins with the presentation of vowels and combines vowels and consonants to form short syllables. Later, three letter syllables (consonant blends plus one vowel) are covered as well as diphthongs. In conjunction with the use of the reader, writing is developed through workbook exercises.

Part two of the reader contains reading selections, consisting primarily of children's poetry.

SEQUENCE: Implicit in the materials is a fixed linear route. Within each lesson, material increases in complexity.

Third and Fourth Instructional Design Constructs

METHODOLOGY: The developer stresses the importance of completing readiness activities before beginning the teaching of sounds and symbols.

The reading methodology employed in this program is a syllabic method. Only the vowels are taught in isolation; all other sounds are covered in syllables of two to three letters. Most lessons follow the same format: discussion of pictures, recognition of the target syllables in words, repetition of the target syllables (individually and chorally), reading sentences which contain the syllables (e.g., "Mi mamá me mima"), followed by brief evaluation exercises. The teacher is directed at times to point out when two graphemes represent one sound. Directions for each lesson are brief. In the workbook, writing practice follows each lesson. Printing and cursive writing are taught concurrently. No directions whatsoever are given for the reading selections.

MEANS OF EVALUATION: Evaluation materials are not supplied. Guidelines, however, are suggested, e.g., "Recognition of new words and elaboration of sentences." Developers also state that pages 34 through 44 "... constitute a practice, revision, and evaluation of the entire course." In actuality, these exercises simply require the learner to identify pictures and to write the appropriate word below.

Congruence of Four Instructional Design Constructs

SUMMARY: The goals are not stated, and evaluation suggestions are so relatively nondescript that it can be said that, in effect, evaluation is left to the user.

Additional Considerations

PHYSICAL DESCRIPTION: Illustrations in both the workbook and reader are in color. All components are softbound.

SOURCE: Spanish materials developed abroad without adaptation for use in the United States.

COMMUNITY ACCEPTANCE/FAIRNESS: There is one religious poem entitled "Sólo Dios."

Overall Assessment and Recommendations

SUMMARY: Suitability of this initial reading and writing program to U.S. Spanish-speaking populations depends primarily on the methodology of subsequent reading materials. Other important considerations involve the rather cursory treatment of sounds and symbols and the total lack of comprehension activities and evaluation materials.

Synthesized Analyses of Supplementary Instructional Materials

Spanish Language Arts

APRENDIENDO EL ALFABETO

TITLE: Aprendiendo el Alfabeto

AUTHOR: Susan J. Riddle

PUBLISHER: The Continental Press, Inc.; Elizabethtown, PA 17022 (The publisher is also the distributor.)

COPYRIGHT: 1973

COMPONENTS:

Aprendiendo el alfabeto: identificando, escuchando, escribiendo (liquid dublicating masters)
26 letter charts [Smaller reproductions were used for this analysis.]

SUBJECT AREA/GRADE LEVEL: language arts/1 (as assessed by analysts)

LANGUAGE LEVEL/LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide/1, beginner-simple.

R&D EVIDENCE: None specified.

INTENTS: *Developer's Rationale:* "Early success in learning to read is directly related to familiarity with the alphabet and the sounds represented by the letters."
Learner Goals: "... to help the pupil develop fundamental skills in using the alphabet."
Learner Objectives: "To teach the name and recognition of upper and lower case forms of the letters of the alphabet. To develop the ability to recognize the sounds represented by letters. To develop skill in writing the letters. To help pupils discriminate visually among the letters. To help pupils discriminate among the sounds of letters and associate each sound with the appropriate written form. To increase familiarity with the sounds represented by the letters, using words and sentences to provide a larger verbal context. To familiarize pupils with alphabetical order."

CONTENTS: *Scope:* Activities are designed to develop recognition of letters, auditory discrimination, visual discrimination, production (oral and written), and practice with alphabetical order. At the end of the presentation of each four letters, an auditory and visual worksheet is supplied for recombination and reinforcement.
Sequence: Letters are presented in alphabetical order. Learners follow a fixed, linear route. Recycling activities are available via a wide range of follow-up exercises.

METHODOLOGY: Letters and sounds are presented in initial position except for *ñ, rr,* and *x,* and only one sound is represented for each letter. The developer presents a model lesson which is to be followed in teaching all letters. In short, learners, using letter cards, are introduced to letters and sounds and proceed (through various activities and workpage exercises) to recognize and produce them. After four letters are covered, visual and auditory discrimination pages are to be completed. Alphabetical order and follow-up activities are suggested as well.

MEANS OF EVALUATION: Evaluation activities are not included.

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* The letter cards measure 11" x 17" and are not very colorful. The duplicating masters in the demonstration copy are spiralbound. Directions appear in both English and Spanish.
Source: Materials written especially for ethnic-American needs.
Overall Assessment: The approach to each letter and sound is repetitive. Carefully placed, the activities may, nevertheless, be helpful in providing extra practice in the teaching of the alphabet.

THE BRENTANO BI-LINGUAL MEDIA SERIES: MODULE V, SUMMERFUN

Identification and Background

TITLE: The Brentano Bi-lingual Media Series: Module V, Summerfun

AUTHORS: The Brentano Foundation
Fred S. Rosengarden; Robert E. Schneider (preparation of guide)

PUBLISHER: Carousel Films, Inc.; 1501 Broadway; New York, NY 10036 (The publisher is also the distributor.)

COPYRIGHT: not specified

COMPONENTS: 16mm sound films, print (preprinted consumable activity sheets):

A Day in the Park/Un día en el parque
Touchdowns and Horses/Goles y caballos
Fiesta/La fiesta mexicana
The Big Trees/Los árboles grandes
Teacher's Guide

SUBJECT AREAS: language arts, social studies

GRADE LEVELS: 1-3 (in analysts' opinion)

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: 1-3, beginner/simple.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: "The *Brentano Bi-lingual Media Series* is a primary level, interdisciplinary instructional program designed specifically for children working in a bi-lingual Spanish/English learning environment."

LEARNER GOALS: Left entirely to the user.

LEARNER OBJECTIVES: The developers direct the user to write the objectives. "Indicate the anticipated outcomes in terms of specific skills and/or behavioral traits which are both observable and measurable."

Second Instructional Design Construct: Contents

SCOPE: Enrichment of vocabulary in both English and Spanish is the only aspect of this series common to all the films. Other skills and topics appear to have been randomly assigned and seemingly stretched to fit into the activities sections. Examples follow: visual discrimination, review of colors, study of bullfighting, cultural aspects common to many Spanish-speaking countries, word and beginning-sound puzzles, songs, dance, parts of human and animal bodies, the rain cycle, cloud types, study of trees and wood products, study of parks.

SEQUENCE: "Touchdowns and Horses/Goles y caballos" is a classroom discussion of the field trip in "A Day in the Park/Un día en el parque" and should therefore be shown after "A Day in the Park." Sequence is otherwise unimportant. As in the case of the learning activities, the vocabulary presentation is based on the content of the films rather than on increasing difficulty or any other criterion.

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Third and Fourth Instructional Design Constructs

METHODOLOGY: The majority of the activity sheets are addressed to vocabulary development in both English and Spanish through identification of pictures and word puzzles.

There is little cohesion, however, among other activities. For example, an activity to be used with "A Day in the Park/Un día en el parque" is not related to the content of the film at all. It involves a study of 23 parts of human and animal bodies. Similarly, a study of cloud types is to be used in conjunction with the film "The Big Trees/Los árboles grandes."

The activity sheets are preprinted and must be reproduced by the teachers. Several methods of reproduction—such as thermal copying, photocopy methods, and projectural techniques—are described. The directions for use of the materials are not, however, nearly as elaborate. The learner's role is active, but rather repititious.

MEANS OF EVALUATION: The developers suggest that several of the student activity sheets can serve as pre- and posttesting materials. Those sheets used for evaluation purposes are to be selected by the teacher and administered before beginning instruction, during instruction as an instructional material, and after completion of instruction.

Congruence of Four Instructional Design Constructs

SUMMARY: There seems to be a lack of certainty as to the purpose of these materials, as evidenced in statements of goals and objectives. The contents lack even the most basic cohesion. And evaluation techniques—which make use of identical material for pretesting, posttesting, and instructional purposes—are certainly of questionable validity.

Additional Considerations

PHYSICAL DESCRIPTION: The films are in full color and run an average of eight minutes in length. "A Day in the Park," "Fiesta," and "The Big Trees" depict a bilingual class on field trips. "Touchdowns and Horses" is a classroom follow-up and review of "A Day in the Park" and is noticeably staged. The intermittent use of English and Spanish flows naturally, spoken by both narrators and children.

The activity sheets are in black and white and are to be reproduced by the teacher. They are located in the guide which is unbound and held together by a binder clip.

SOURCE: Materials developed especially for ethnic-American needs.

COMMUNITY ACCEPTANCE/FAIRNESS: "A Day in the Park" depicts boys playing football and girls standing along the sidelines cheering and making flower necklaces.

ACCURACY: The title of Module V is "Summerfun"; yet the films revolve around school-related activities and situations exclusively.

Overall Assessment and Recommendations

SUMMARY: The weaknesses noticeable in the intents, methodology, and evaluation constructs are subsequent to, and resultant from, a more sizeable and certainly more serious shortcoming. There can be no more cohesion among the design constructs than there is within the content of an instructional material. And what is being taught in Module V is never really made clear to the user. The teacher is given a specified quantity of material from which he or she is, in essence, expected to finish the developer's job. It is quite obvious that the activities were contrived to fit into the context of the films. Furthermore, it may be inferred that the developers themselves, realizing the collage of activities and topics are devoid of structure, made an attempt at compensation by offering flexibility and by leaning on teacher judgment.

The films themselves are of admirable quality. There is adequate cultural consideration given to the children of Mexican descent in "Fiesta." The simultaneous use of English and Spanish—not, incidentally, restricted to translation—is innovative. The children will enjoy seeing their peers interacting on film. Nevertheless, Module V is not recommended for use as an instructional material in bilingual bicultural programs.

THE CARIBBEAN STORIES

Identification and Background

TITLE: The Caribbean Stories

AUTHORS: Mark Rubin
"The Magical Coqui" by Blanca Ortiz
guide by Jeanne Tober

PUBLISHER: Urban Media Materials; 212 Mineola Avenue; Roslyn Heights, NY 11577 (The publisher is also the distributor.)

COMPONENTS:
Even Yellow Cars Have To Wait in Line (filmstrip and audio cassette)
Paco and His Painting Pals (filmstrip and audiocassette)
Too Too Too Hot! (filmstrip and audiocassette)
The Magical Coqui (filmstrip and audiocassette)
Suggestions for Use (teacher's guide)

SUBJECT AREAS: language arts, science, social studies, art, mathematics

GRADE LEVELS: k-4

POPULATION CHARACTERISTICS: Not specified.

RESEARCH AND DEVELOPMENT EVIDENCE: None specified.

LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide.

LANGUAGE LEVEL: k-4, advanced.

First Instructional Design Construct: Intents

DEVELOPER'S RATIONALE: (implied) To present stories involving Spanish-speaking children which can be used to supplement other subject areas.

LEARNER GOALS: (implied) To motivate student interest in various subject areas.

LEARNER OBJECTIVES: Each story has one or more concepts upon which the activities are built. These concepts can be considered the objectives of the individual stories but they are in no way the only ones. The stories provide several different types of activities and the objectives are consequently contingent on which specific topic and subject area the material is selected to supplement.

Second Instructional Design Construct: Contents

SCOPE: The central concepts or themes of each story are expanded upon in various social studies, language arts, art, science, and mathematics activities. The central concepts of each story, as listed in the guide, appear below. All activities need not be completed for a successful experience.

"Even Yellow Cars Have To Wait in Line": the difference between life in Puerto Rico and New York City; each child belongs to a family consisting of different members; observation and patience help us learn about our environment.

"Paco and His Painting Pals": cooperation is an important element of any project; painting is a form of art that enhances our environment.

"Too Too Too Hot!": the importance of weather and temperature in plant growth; things that are necessary for plant growth; responsibility and cooperation; different plants grow in different climates; Santo Domingo is an island with a hot climate where coconut plants grow.

"The Magical Coqui": life in Puerto Rico is different from life in continental urban centers; people have different kinds of animals as pets; the coqui is a small frog that lives in humid climates; we should not wish things that can cause harm to others.

SEQUENCE: Sequence is not important and is left to the user's discretion.

Third and Fourth Instructional Design Constructs

METHODOLOGY: The guide suggests activities in language arts, art, science, social studies, and mathematics to be used in conjunction with the filmstrips. The majority of the activities revolve around discussion of various topics. No additional materials are supplied, nor are they apparently necessary.

An example of a mathematics activity is: "Discuss the importance of numbers and why we use them." The guide is in English; hence, vocabulary lists appear only in English.

MEANS OF EVALUATION: There is no evidence of material or suggestions designed to measure learner growth.

Congruence of Four Instructional Design Constructs

SUMMARY: Tools used in evaluation are not included and would be difficult to develop, since what is being taught relies heavily on the individual user.

Additional Considerations

PHYSICAL DESCRIPTION: The four filmstrips are in color and the cartoon-type pictures are quite imaginative. One side of each cassette is in Spanish, the other in English. The guide appears only in English.

SOURCE: Materials developed especially for ethnic-American needs.

Overall Assessment and Recommendations

SUMMARY: The attempts to relate the five subject areas to these filmstrips appear to be quite stretched. Discussion of the importance of numbers and why we use them has only marginal relevance to mathematics. The social studies activities are more relevant; however, few of the suggestions involve activities other than discussion. The value of this series beyond motivational considerations is indeed questionable.

CRUCIGRAMAS: CROSSWORD PUZZLES FOR PRIMARY GRADES

TITLE: Crucigramas: Crossword Puzzles for Primary Grades

AUTHOR: María H. García for Curriculum Adaptation Network for Bilingual Bicultural Education, Far West Regional Laboratory

PUBLISHER: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721 (The publisher is also the distributor.)

COPYRIGHT: 1974

COMPONENT:

Crucigramas: Crossword Puzzles for Primary Grades (consumable student workbook)

SUBJECT AREA/GRADE LEVEL: language arts/1

LANGUAGE LEVEL/LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide/1, beginner-simple

R&D EVIDENCE: None specified.

INTENTS: *Developer's Rationale:* "It is in response to many requests by teachers for games and supplementary materials that the Dissemination Center for Bilingual Bicultural Education has undertaken to publish and distribute *Crucigramas....Crucigramas* can be used by children throughout the Southwest, particularly along with the Southwest edition of the SCDC [Spanish Curricula Units: language arts strand]."
Learner Goals: Not stated.
Learner Objectives: "The objectives of the crossword puzzles are to aid the teacher in reinforcing reading words and to familiarize the student with a modified method of working crossword puzzles."

CONTENTS: *Scope:* Reinforcement of vocabulary words from the readers, *Popa, El palo de popa, La miel, Las alas de Nino, El mago, La casa en la rama, La casa vieja,* and *Gisela.*
Sequence: Puzzles are to be completed in conjunction with the individual readers. Usually it is recommended that puzzles be worked after completing the readers. They increase in difficulty.

METHODOLOGY: Before each puzzle there is an accompanying sheet of instructions which suggests when the puzzle should be used and very general techniques and procedures. Correction of puzzles is to be an exercise done by the entire class or reading group. The amount of teacher supervision depends on the learners' abilities. Completed puzzles are supplied.

MEANS OF EVALUATION: Assessment procedures have not been developed.

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* Clue pages are somewhat crowded. The book contains eight puzzles. Pages can be torn out and colored. The book is softbound and consumable; however, reproducing masters can be made.
Source: Materials written especially for ethnic-American needs.
Accuracy: On page 47, clue three down, the picture does not correspond to the word *contentos* since only one figure is depicted. There are not enough spaces below clue six across, on page 57, for the word *tiene* or for clue eight across, on the same page, for the word *contentos.* On page 67, clues eight and nine down are misnumbered. And, the clue for eight down is not representative of the word *siente.*
Overall Assessment: If learners are to be expected to arrive at the correct word from the clue, appropriate clues and proper spacing for letters would seem to be of fundamental importance. The inaccuracies noted above may, quite understandably, lead learners to erroneous conclusions. Problems may also arise because user instructions are not detailed. Nevertheless, as a supplement to the SCDC language arts strand, *Crucigramas* can be used for extra practice of vocabulary found in the readers; characters and words closely follow those in the readers and will be quite familiar to the learners.

CRUCIGRAMAS PARA LA PRÁCTICA FONÉTICA

AUTHOR: Susan J. Riddle

PUBLISHER/DISTRIBUTOR/COPYRIGHT: The Continental Press, Inc.; Elizabethtown, PA 17022/1973

COMPONENTS:

Crucigramas para la práctica fonética: pistas en dibujos (preprinted master carbon units)
Crucigramas para la práctica fonética: sonidos iniciales (preprinted master carbon units)

SUBJECT AREA/GRADE LEVELS: language arts/1-3 (as assessed by analysts)

LANGUAGE LEVEL/LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide/1-3; beginner-simple.

R&D EVIDENCE: None specified.

INTENTS: *Developer's Rationale:* These materials were developed "...to provide interesting and challenging material that will reinforce the consonant and vowel sounds and their spellings"; *Learner Goals:* "...to review vocabulary that has been presented in the reading and language arts programs; to promote the pupil's ability to apply the symbol-sound relationship in writing and spelling; to help pupils develop reasoning ability through the use of various types of clues; definitions, context, rhymes, antonyms, and pictures [*sonidos iniciales* only]; to provide a worthwhile and enjoyable experience independent of group activity"; *Learner Objectives:* Not stated.

CONTENTS: *Scope: Pistas en dibujos* covers naming objects, writing, spelling, and sound-symbol correspondence. *Sonidos iniciales* covers some 22 phoeme-grapheme correspondences in initial position for vocabulary building, spelling, writing, and reasoning skills. Correspondences are covered once only; *Sequence:* It is implicit that any sequence can be used.

METHODOLOGY: A teacher's key is presented in each book both in English and in Spanish. In *pistas en dibujos* directions are brief. Each lesson in *sonidos iniciales* obviously provides for group oral work and written individual work. The presentation of each sound-symbol correspondence follows a logical order: auditory perception, auditory discrimination, production, visual preception, visual discrimination, and, again, production (writing). Learner activities and learner interaction vary very little.

MEANS OF EVALUATION: There are no assessment procedures outlined.

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* The perprinted master carbon units are bound with a teacher's key containing directions and answers; *Source:* Materials written especially for ethnic-American needs; *Overall Assessment:* For instructional purposes this material is very cursory. However, for additional spelling practice, vocabulary enrichment, reinforcement of sound-symbol correspondences, and motivation, the material can be of assistance in the bilingual classroom.

CHULA VISTA READERS

AUTHORS: Proyecto Frontera; Programa de Educación Bilingüe Bicultural; Ofelia Van Olst, et al.

PUBLISHER/DISTRIBUTOR/COPYRIGHT: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721/1974

COMPONENTS:

Mi familia (reader)
Mis tiós y Dido (reader)

SUBJECT AREA/GRADE LEVELS: initial reading/preschool-1

LANGUAGE LEVEL/LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide/preschool-1, advanced.

R&D EVIDENCE: None specified.

INTENTS: *Developer's Rationale:* Not stated; *Learner Goals:* (implied) To prepare learners to read in Spanish; *Learner Objectives:* (implied) To learn selected sound-symbol correspondences.

CONTENTS: *Scope:* In the context of two stories, reinforcement of the /m/, /p/, /s/, /i/, /t/, /d/ sounds, the /pl/ consonant blend, and their corresponding graphemes is provided; *Sequence:* A fixed linear route is implied.

METHODOLOGY: Learners are introduced to each grapheme and to its corresponding sound. Reading material follows, which makes extensive use of the target sound and symbol.

MEANS OF EVALUATION: There are no apparent provisions for measurement of learner progress.

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* The first reader is 31 pages long and the second, 21 pages. They are softcovered. All illustrations are printed in black; *Overall Assessment:* Since learners must know how to read before using these materials, the materials cannot be used effectively at the preschool level. Those interested in supplying extra reading practice focusing on the sound-symbol correspondence mentioned above could find these readers helpful. It is one analyst's opinion that the stories would not be very interesting to children.

DESTREZAS DE PENSAR

AUTHOR: Ethel S. Maney

PUBLISHER/DISTRIBUTOR/COPYRIGHT: The Continental Press, Inc.; Elizabethtown, PA 17022/1974, based on *Thinking Skills*, 1971

COMPONENTS: *Destrezas de pensar – nivel A* (preprinted master carbon units)

SUBJECT AREA/GRADE LEVEL: reading readiness/preschool

LANGUAGE LEVEL/LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide/preschool, beginner-simple.

R&D EVIDENCE: None specified.

INTENTS: *Developer's Rationale:* "Facility in the areas of vocabulary, reasoning and organization is essential in the ability to engage in critical thinking..." *Learner Goals:* Not stated; *Learner Objectives:* Objectives are listed under the heading "pupil purpose." Those applicable to pages four through six are: "To develop the concepts of *opposites* or *antonyms* and to become familiar with the contrast of ideas. To learn to clarify a meaning by a method other than that of defining."

CONTENTS: *Scope:* Skills covered include: matching pictures of same label, recognizing opposite meanings, fitting a picture idea into context, inferring a speaker's identity, selecting objects used together, relating an object and its use, relating an object and its user, relating a body part and the object worn, relating an animal and its food, relating a container and its contents, classifying pictured objects, adding a member of a class, and arranging pictured ideas in sequence; *Sequence:* Developer claims the material "...has been planned in sequential steps from concrete, simple concepts to those which are more complex and abstract."

METHODOLOGY: In the guide, specific steps are outlined. The descriptions are clear and useful. Objectives are followed by readiness activities, worksheet guidance, and suggested follow-up activities. The method is discovery in which learners are guided by teacher questioning. The learner's role is active.

MEANS OF EVALUATION: Evaluation procedures have not been included.

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* The demonstration copy contains the guide, in English and Spanish, and copies of the duplicating masters; *Source:* Materials translated from English into Spanish; *Community Acceptance/Fairness:* Blacks are depicted with diagonal lines running through flesh areas; *Overall Assessment:* Directions and purposes are clearly communicated. Although means of evaluation are not included, this material could be effective with preschool or kindergarten learners.

DESTREZAS VISUAL-MOTORAS

AUTHOR: Ethel S. Maney

PUBLISHER/DISTRIBUTOR/COPYRIGHT: The Continental Press, Inc.; Elizabethtown, PA/1974, based on *Visual-Motor Skills*, 1974

COMPONENTS: *Destrezas visual-motoras-nivel A* (preprinted master carbon units)

SUBJECT AREA/GRADE LEVEL: reading readiness/preschool

LANGUAGE LEVEL/LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide/preschool, beginner-simple.

R&D EVIDENCE: None specified.

INTENTS: *Developer's Rationale:* Not stated. *Learner Goals:* To "...provide activities to aid in developing the visual-motor skills which are basic to success in word retention, writing, and spelling"; *Learner Objectives:* Objectives appear under the heading, "pupil purpose." Examples follow: "To copy a pattern, striving to duplicate it in form, size, and detail. To develop increased skill in visual discrimination, eye-hand coordination, and attention span."

CONTENTS: *Scope:* Areas of instruction include refinement of visual discrimination, eye-hand coordination, and perception of form-space relationships. Skills are covered in detail; *Sequence:* "Activities of the program progress in difficulty from easy stages of drawing and tracing to the more-demanding stages that involve completing and reproducing designs and patterned sequences." Follow-up activities, left to the user's discretion, may be used for branching or recycling purposes.

METHODOLOGY: Each group of workpages has objectives, suggested readiness activities, workpage guidance, and follow-up activities. All activities are initiated and closely guided by the teacher.

MEANS OF EVALUATION: Guidelines for the observation of learner performance are outlined. For example: "Evaluate the pupils' attempts as they work. Stress accuracy and smoothness of movement."

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* The teacher's guide (in English and Spanish) and copies of workpages are contained in the softcovered, spiralbound demonstration copy; *Source:* Materials translated from English into Spanish; *Overall Assessment:* The prereading and prewriting activities in this program could offer useful supplementary alternatives to preschool and kindergarten materials. The evaluation suggestions are, however, nondescript.

DISCRIMINACIÓN VISUAL

TITLE: Discriminación Visual

AUTHOR: Ethel S. Maney

PUBLISHER: The Continental Press, Inc.; Elizabethtown, PA 17022 (The publisher is also the distributor.)

COPYRIGHT: 1974, based on *Visual Discrimination – Level A* 1972

COMPONENTS:
Discriminación visual – nivel A (preprinted master carbon units)

SUBJECT AREA/GRADE LEVEL: reading readiness/preschool

LANGUAGE LEVEL/LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide/preschool, beginner-simple.

R&D EVIDENCE: None specified.

INTENTS: *Developer's Rationale:* "The ability to see likenesses and differences among word forms that are almost identical is acknowledged to be one of the most critical factors in reading readiness because of its importance in word recognition. To attain this refined degree of visual discrimination skill, most pupils need detailed guidance."
Learner Goals: "... to aid the pupils in acquiring the level of visual discrimination skill that is required for successful reading performance."
Learner Objectives: Before each new skill is developed, a set of objectives appears in the guide under the heading, "pupil purposes." One such example is: "To learn to discriminate among pictures which are identical except for minor details."

CONTENTS: *Scope:* Each of the skills is covered in detail. Supplementary activities are supplied at the end of the guide. Skills include: recognizing identical pictures, noting differences in size, matching identical shapes, discrimination of reversed forms, recognizing internal differences, identifying differences in details, identifying reversed details, and matching identical pictures.
Sequence: The author states that the material "...has been planned in sequential steps, progressing from gross discrimination to fine discrimination," clearly an example of the developmental view of the learning process. Teacher determines entry and exit points of the learners through the use of a diagnostic test (the last two worksheets) which is designed to make the learners' strengths and weaknesses known to the teacher. Branching and recycling can be selected from the "suggested follow-up" and "supplement" sections.

METHODOLOGY: The developer supplies clear, comprehensive, and useful directions in the teacher's guide in both English and Spanish. Activities are initiated and closely guided. The teacher is to tailor the program to the needs of the individual learners, monitoring their progress through observation so as not to permit the learner to pass on to more difficult concepts without first mastering the less-complicated ones.

MEANS OF EVALUATION: Initially, workpages 23 and 24 are to be used as pretests. These same pages are to be used as posttests as well, in order to determine if the learner is ready to proceed to the level of discrimination which utilizes abstract designs. In the meantime, branching and recycling activities are to be administered in accordance with teacher discretion. It is stated: "Regardless of the procedure used in completing the workpage activities, *evaluation of the responses should be made cooperatively by pupils and the teacher.*"

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* The demonstration copy used in this analysis contains the guide in both languages and a copy of each of the workpages. It is spiralbound and softcovered.
Source: Materials translated from English into Spanish.
Overall Assessment: Discriminación visual is a carefully organized program. It is structured, yet it can be flexibly used to accommodate individual learner differences. This program could be used advantageously by any U.S. Spanish-speaking population in preschool programs or at the kindergarten level.

DIVERSIONES PARA PRÁCTICA FONÉTICA

AUTHOR: Ofelia Marco

PUBLISHER/DISTRIBUTOR/COPYRIGHT: The Continental Press, Inc.; Elizabethtown, PA 17022/1974

COMPONENTS:
Diversiones para la práctica fonética (preprinted carbon master units)

SUBJECT AREA/GRADE LEVEL: language arts/1 (as assessed by analysts)

LANGUAGE LEVEL/LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide/1, beginner-simple.

R&D EVIDENCE: None specified.

INTENTS: *Developer's Rationale:* Not stated; *Learner Goals:* This program is designed "to reinforce auditory discrimination of initial consonant sounds"; *Learner Objectives:* Not stated.

CONTENTS: *Scope:* Auditory discrimination of each of 24 initial consonant sounds in Spanish is covered in survey fashion; *Sequence:* Graphemes are arranged in alphabetical order. Sequence and route are left to the discretion of the user.

METHODOLOGY: The only instruction provided by the developer is: "After distributing the large drawing and the corresponding cut-out pictures, the teacher should carefully review the consonant sound and the letter that represents the sound." Learners cut out small pictures and, if the name of the object represented by the picture begins with the same letter and sound being studied, the appropriate cut-out is to be affixed to the large picture and colored.

MEANS OF EVALUATION: Evaluation materials have not been developed.

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* The preprinted master carbon units are spiralbound; *Source:* Materials developed especially for ethnic-American needs; *Overall Assessment:* It appears that learners are to spend more time in cutting out pictures and identifying objects than in discriminating sounds. As the title implies, this program serves more as a source of entertainment than as an instructional material. It would be of marginal value in the teaching of Spanish sound-symbol correspondence.

ESCUCHANDO Y PARTICIPANDO APRENDO

AUTHOR: Curriculum Adaptation Network for Bilingual Bicultural Education; Southwest Regional Adaptation Center

PUBLISHER/DISTRIBUTOR/COPYRIGHT: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721/1974

COMPONENTS:
Escuchando y participando aprendo (alphabet cards)

SUBJECT AREA/GRADE LEVEL: language arts/1

LANGUAGE LEVEL/LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide/1, advanced.

R&D EVIDENCE: None specified.

INTENTS: *Developer's Rationale:* This material can be used to supplement the Spanish reading program, *¡Qué Bonito Es Leer!*, or the SCDC language arts strand, kits two through nine; *Learner Goals:* To develop listening skills: auditory discrimination, comprehension, and interpretation; *Learner Objectives:* Objectives are listed for each unit, e.g., unit 12: "1. To identify words that begin with the letter R. 2.Auditory discrimination of the initial /rr/. 3. To interpret the behavior of characters in the story."

CONTENTS: *Scope:* Auditory discrimination and sound-symbol correspondence are developed for all Spanish phonemes excluding diphthongs. Where possible, phonemes and graphemes are presented in initial position. Listening-comprehesnion and interpretation skills are developed as well; *Sequence:* Left entirely to user.

METHODOLOGY: Activities are to begin upon completion of the first workbook lesson in *¡Qué Bonito Es Leer!* or before individual sounds are introduced in the SCDC language arts strand. Pacing is left to the teacher and grouping is suggested. On the back of each card procedural instructions and a story are found. The front exhibits a picture and activities relating to the letter being studied. Learners are actively involved responding to questions, e.g., recognizing letters, discriminating and identifying sounds , reciting, and dramatizing. Developers direct teachers to the *¡Qué Bonito Es Leer!* materials for presentation of Ñ, H, X, and RR.

MEANS OF EVALUATION: Evaluation materials have not been developed.

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* The 10" x 13" alphabet cards are color-coded to coordinate with the *¡Qué Bonito Es Leer!* program. The cards are made of heavy duty, brightly colored paper; *Source:* Materials developed especially for ethnic-American needs; *Overall Assessment:* Activities are short and involve children actively in the learning process. The program can be used with any Spanish-speaking population.

HIGH-WIRE: A BILINGUAL LANGUAGE DEVELOPMENT WORKBOOK

TITLE: High-Wire: A Bilingual Language Development Workbook

AUTHORS: Joan MacDonald and Judy Leeper

PUBLISHER: macjulep; 519 Emmons Drive; Mountain View, CA 94043 (The publisher is also the distributor.)

COPYRIGHT: 1974

COMPONENT:
High-Wire (consumable workbook)

SUBJECT AREA/GRADE LEVELS: language arts/k-3

LANGUAGE LEVEL/LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide/k-3, beginner-simple.

R&D EVIDENCE: None specified.

INTENTS: *Developer's Rationale:* "Adults use ... words repeatedly while giving directions and explanations. Children need to understand these words to succeed in school."

Learner Goals: "The goal is that the child be able to recognize and apply the concepts and use the words easily."

Learner Objectives: not stated.

CONTENTS: *Scope:* The language and premathematics concepts covered in English and Spanish are: beginning/end, not first or last; middle, center, between; first, second, third; in order (of time, space); medium sized; farthest/nearest; widest; least/most; some = not many = few; almost; half; pair, matching, same as; equal (in size or number); side; separate; front/back.

Sequence: Left entirely to user.

METHODOLOGY: On the front and back inside covers, directions for the teacher are provided. Teacher is to work with learners individually or in small groups. Developers state: "Learning is more effective if practiced many times in different ways." In fact, page 10 is to be used repeatedly to reinforce all concepts except two. One concept, or cluster of related concepts, is presented on each numbered page. The learner is asked to: (1) find something (asked by an adult) and (2) to do something (asked by an adult). Questions and procedures for teaching the concept must be devised by the teacher. Reinforcement activities, on the back of each workpage, deal principally with application of knowledge as opposed to simple recognition. Additional concepts which might be developed are suggested.

MEANS OF EVALUATION: Pretest and posttest pages are supplied. Questions for each of the 14 concepts, however, must be developed by the teacher.

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* The workbook is softbound, 32 pages long, and illustrated in black and white. The entirety of the book, including the suggestions for use, is in both English and Spanish.

Source: Materials translated from English into Spanish.

Accuracy: The promotional flier terms the program "a bilingual language development workbook," while the workbook itself states that it is "an English language development workbook." It is, incidentally, bilingual.

Overall Assessment: Teaching workpages repeatedly seem to be of questionable value. As a supplement to preschool or kindergarten programs, this material can be used effectively in both Spanish and English to develop the aforementioned concepts.

KING FEATURES SPANISH-ENGLISH PROGRAM

TITLE: King Features Spanish-English Program

AUTHOR: Jerald R. Green

PUBLISHER: King Features; Educational Division; 235 East 45th Street; New York, NY 10017 (The publisher is also the distributor.)

COPYRIGHT: 1974

COMPONENTS:

Popeye the Sailor/Popeye el marinero (consumable story and exercise books, set of 20 each)
Blondie/Lorenzo y Pepita
Hi and Lois/Lalo y Lola
Beetle Bailey/El recluta
"One Language, Many Tongues" (set of 4 wall posters)
Spirit Master Pages
Teacher's Guide

SUBJECT AREA/GRADE LEVELS: language arts/4-9

LANGUAGE LEVEL/LINGUISTIC CONTENT: Makes use of idiomatic expressions in English and Spanish; however, most idioms are explained. The four "One Language, Many Tongues" contain pictures, corresponding English vocabulary words, and regional variations of Spanish equivalents/4-9 (Spanish), beginner-simple.

R&D EVIDENCE: Producer states, in a promotional brochure, "... we studied student reaction as the Program was developed, modified, and finalized in extensive classroom testing..."

INTENTS: *Developer's Rationale:* Comic materials "...can be a pleasant educational diversion from the usual classroom language exercises."
Learner Goals: (implied) To further develop reading comprehension ability, to enrich the learner's vocabulary, and to motivate learner interest in language learning.
Learner Objectives: Not stated.

CONTENTS: *Scope:* Exercises concentrate on vocabulary enrichment (in English, in Spanish, or in both) and reading comprehension.
Sequence: The four different titles can be used in any desired order.

METHODOLOGY: A short teacher's guide, containing three pages of instructions and answers to the question pages, is supplied. The first half of each comic book is in Spanish, the second in English. Since the graphics are identical, learners are to flip to the opposite language if vocabulary creates difficulty. It is unclear, however, what is to be done when a native Spanish-speaker does not understand a word in Spanish or in English. Translation, dramatization, and discussions of colloquial expressions are suggested activities which can be completed in addition to the prepared comprehension and vocabulary activities. The spirit master pages contain word puzzles together with short, well known comic strips and related content questions (in Spanish). They appear to be designed for English speakers, since Spanish vocabulary is defined in English. Procedural considerations are left to the user.

MEANS OF EVALUATION: Activities designed to measure learner progress have not been developed.

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* The comic books are not unlike those commonly sold at newsstands except advertisements have been replaced by exercises.
Source: Materials written especially for ethnic-American needs.
Community Acceptance/Fairness: Regional expressions in English tend to be more idiomatic than those used in Spanish. Communities may object to usage of words such as "wanna," "yer," "wuz," "lemme," "gimmie," "gotta," etc., even though their meanings are explained. The developer claims: "The colloquialisms used throughout the books, in both languages, are typical of the language used in comics throughout the world. The primary function of language is communication. Comic book language, idiosyncratic as it may be, is understood as a basic communication by youngsters of all ages... comic book language can be used to achieve desirable classroom learning experiences."
Overall Assessment: The producer claims the material is to be used in bilingual, ESL, and foreign language classrooms. Since both English and Spanish vocabulary words are defined in English, the indication is that the materials are most appropriate for foreign language teaching. Motivational value with any group of learners is undoubtedly the most attractive feature of the program. Vocabulary development is also a plausible advantage. Just how much reading comprehension will be improved is questionable.

LEARNING ACHIEVEMENT PACKAGES: LANGUAGE ARTS-SPANISH

TITLE: Learning Achievement Packages: Language Arts-Spanish

AUTHORS: Calexico Intercultural Design, Calexico, California; Magdalena Andrade, et al.

PUBLISHER: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721 (The publisher is also the distributor.)

COPYRIGHT: 1975

COMPONENT:

Learning Achievement Packages in Language Arts-Spanish (teacher's manual)

SUBJECT AREA/GRADE LEVELS: language arts/high school students

LANGUAGE LEVEL/LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide/9-11, intermediate.

R&D EVIDENCE: The units "...were tested during 1970-72 in the Calexico Unified School District."

INTENTS: *Developer's Rationale:* "This publication presents four suggested language arts curriculum units. In total, they represent a cross-section of materials that have been developed to meet the learning problems of students with special language handicaps in grades 7 through 11."

Learner Goals: Goals for units one and four are listed singly while those for units two and three are listed collectively. For example: *"El género* and *El número* are designed as an aid to help students improve their syntax in the writing of the Spanish language."

Learner Objectives: Several objectives are stated for each unit. Here are those for unit three, "El número":

"1. From a list of words the students will distinguish, with 90% accuracy, the singulars from the plurals.
2. Students will convert sentences from plural to singular with 80% accuracy.
3. The student should state, with 75% accuracy, the rules that are applied to the formation of plurals of words according to their endings.
4. From a list of words the student will separate into columns words that do not have plural or singular forms with 85% accuracy.
5. Students will change to plural ten (10) sentences that have been written in singular form."

CONTENTS: *Scope:* The four aspects of Spanish language arts treated in this material are the alphabet (inclusive of sound-symbol correspondence and elementary phonological rules), gender, number, and three punctuation signs (period, question mark, and exclamation).

Sequence: Left entirely to user. It is apparent that any desired route can be followed. Entry skills for each unit are specified.

METHODOLOGY: With each unit, rationale, objectives, basic concepts, and requisite knowledge are stated for the teacher's use before the presentation of the grammar points. It can be inferred that teachers are to develop lessons around the presentations. Prepared exercises follow. The methodology is dadactic.

MEANS OF EVALUATION: Pre-posttests are provided for each unit. Answers for tests and exercises are also supplied.

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* The manual is softcovered and 91 pages in length. Duplicating masters of the worksheets and tests will have to be prepared by the user.

Source: Material written especially for ethnic-American needs.

Overall Assessment: The material is rather elementary and would be most profitably used by native Spanish-speakers for remedial purposes.

LEARNING ACHIEVEMENT PACKAGES: LANGUAGE ARTS-SPANISH GRAMMAR

AUTHORS: Calexico Intercultural Design; Calexico, California; Magdalena Andrade and Mary Sones

PUBLISHER/DISTRIBUTOR/COPYRIGHT: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721/1975

COMPONENT:

Learning Achievement Packages: Language Arts-Spanish Grammar (teacher's manual)

SUBJECT AREA/GRADE LEVELS: language arts/7-12

LANGUAGE LEVEL/LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide/7-12, intermediate.

R&D EVIDENCE: The units were "...classroom tested during 1970-75 in the Calexico Unified School District."

INTENTS: *Developer's Rationale:* "This publication presents three suggested language arts [Spanish] curriculum units...They represent a cross-section of materials that have been developed to deal with the learning problems of students with special language difficulties in grades 7 through 12..." as well as those of adults. *Learner Goals:* Each LAP unit has specified goal, e.g., from unit one: "...to understand how capital letters are used correctly"; *Learner Objectives:* Objectives are also specified for each LAP unit, e.g., again from unit one, "The student will correctly complete each one of the exercises achieving at least 80% accuracy. The student should obtain a score of 80% on the general review. The student should obtain a minimum score of 80% on the posttest."

CONTENTS: *Scope:* The first LAP gives a basic introduction to the use of capital letters in both English and Spanish; the second, detailed consideration of the orthographic problems presented by the letter "G"; and the third, an elementary lesson in the use of the dictionary; *Sequence:* Left entirely to user.

METHODOLOGY: Lessons are to be developed by the teacher from information and exercises supplied. The methodology is apparently didactic. Before each LAP unit, an introductory section supplies the teacher with the rationale, necessary entry skills, objectives, and background information.

MEANS OF EVALUATION: Pre- and posttests are provided for each LAP unit.

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* The manual is softcovered, 129 pages in length. Duplicating masters of worksheets and tests will have to be prepared by the user; *Source:* Materials written especially for ethnic-American needs; *Overall Assessment:* It is implied that instruction is to be done in Spanish. Learners must therefore be fairly fluent in Spanish. The material, on the other hand, is quite elementary and recommended for remedial purposes.

TITLE: LEYENDO PARA COMPRENDER

AUTHORS: based on *Reading for Comprehension*, 1973

PUBLISHER/DISTRIBUTOR/COPYRIGHT: The Continental Press, Inc.; Elizabethtown, PA 17022/1974

COMPONENTS: *Leyendo para comprender* (preprinted master carbon units)

SUBJECT AREA/GRADE LEVEL: language arts (reading)/2

LANGUAGE LEVEL/LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide/2, advanced.

R&D EVIDENCE: None specified.

INTENTS: *Developer's Rationale:* Not stated; *Learner Goals:* "...to provide interesting materials for practice reading and to develop reading comprehension skills"; *Learner Objectives:* The ability to recall data; to recognize if a sentence is true or false; to identify the topics of paragraphs; to enrich vocabulary, and to take initial steps toward the skill of recognizing relationships.

CONTENTS: *Scope:* Each of the 130-165-word reading selections tells of the characteristics of one type of animal. The focus is on reading comprehension; *Sequence:* The language in the reading selections further on in the book is more complex, as evidenced by in the use of conditional and future tenses. A fixed linear route is implied.

METHODOLOGY: No direction is given as to how the teacher might use this material. After each selection, there are content-related questions. The author does suggest having learners correct their own responses. The questions are a mixture of true and false, filling blanks with synonyms and antonyms, and multiple choice (identifying topics of paragraphs and recognizing relationships).

MEANS OF EVALUATION: Left to the user.

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* The demonstration copy, containing each of the 16 selections and an answer key, is spiralbound and softcovered; *Source:* Materials translated from English to Spanish; *Overall Assessment:* The reading selections are certainly interesting and likely to hold the attention of learners. They may, however, be a little difficult for second-graders. Use of the material is left entirely to the user.

LIBRO DE LECTURA SERIES

AUTHORS: Alid Yeats, et al. (*Suplemento* by Frances Saavedra)

PUBLISHER/DISTRIBUTOR/COPYRIGHT: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721/1975

COMPONENTS:
Nivel A, Nivel B, Suplemento (readers); *Nivel C* (reader/workbook)

SUBJECT AREA/GRADE LEVELS: reading/2-3 (as assessed by analysts)

LANGUAGE LEVEL/LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide/2-3, intermediate.

R&D EVIDENCE: None specified.

INTENTS: *Developer's Rationale:* (implied) To offer supplementary material to enrich the reading program; *Learner Goals:* Not stated; *Learner Objectives:* Not stated.

CONTENTS: *Scope:* Reading selections are related to areas of social studies and natural science, e.g., "En la escuela," "En la primavera," "El bombero," and "La abeja." Only level C has vocabulary development, alphabetization, syllabication, vocabulary enrichment, and, to a lesser extent, comprehension exercises; *Sequence:* It is assumed that levels A, B, and C, as well as the stories, are to be read in sequential order due to the vocabulary build-up. The *Suplemento* can be used at the teacher's discretion.

METHODOLOGY: Use of the material is left to the individual user. A vocabulary list accompanies each story and level C also has several types of exercises (fill-ins, true and false, drawing exercises, alphabetization, and classroom demonstrations).

MEANS OF EVALUATION: Evaluation materials have not been included.

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* The four readers are illustrated in color and softbound; *Source:* Materials written especially for ethnic-American needs; *Community Acceptance/Fairness:* In book B, there are two stories, "Ayudaré a mamá" and "Ayudando a papá," in which Luisa helps mother clean the kitchen and set the table, while her brother helps father clean the patio and work in the garden; *Accuracy:* On page 12 of book A, it is stated, "The school is close to Luis' house" and, on page 13, "The family lives far from the school"; *Overall Assessment:* These supplementary readers would be greatly improved if specific intents were stated and the methodology discussed. Moreover, it is unclear why exercises have only been included in book C. An effort has been made to make the stories relevant to lifestyles in the southwestern United States.

LA MÚSICA DEL SOL

AUTHORS: Josue M. González et al.; Curriculum Adaptation Network for Bilingual Bicultural Education: Far West Regional Adaptation Center

PUBLISHER/DISTRIBUTOR/COPYRIGHT: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721/1974; revised 1975

COMPONENTS:
La música del sol: un cuento náhuatl y una obra de teatro (reader)
La música del sol (teacher's guide)

SUBJECT AREAS/GRADE LEVELS: language arts, fine arts/ pre k-6

LANGUAGE LEVEL/LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide/pre k-6, intermediate.

R&D EVIDENCE: None specified.

INTENTS: *Developer's Rationale:* "In a totally monolingual environment, *La Música del Sol* relates particularly well to the Mexican-American child. The theme of this story is based on the history of the Aztec Indian. This provides an already culturally rich child with those opportunities to express himself [sic] socially in his/her native language of Spanish." The poem and play are designed to be used in conjunction with the SCDC language arts and fine arts strands; *Learner Goals:* Not stated; *Learner Objectives;* Not stated.

CONTENTS: *Scope:* The story and the play are based on a náhuatl poem which comes from an Aztec legend; *Sequence:* Left entirely to user.

METHODOLOGY: Two methods, student listening and student participating, are described in the guide. Other activities are suggested as well, e.g., "Produce a full scale play complete with costumes prepared by students." The play is written so as to be presented in English and Spanish simultaneously.

MEANS OF EVALUATION: There are no evaluation materials.

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* The reader and guide are softbound. One color is used throughout for illustrations; *Source:* Materials written especially for ethnic-American needs; *Overall Assessment:* Both the reader and the guide are very short. Considering the lack of stated goals, apparent objectives, and evaluation materials, a teacher would find it difficult to derive more than a few lessons from these books. Purchasers would be best served if they consider these books as resource material, helpful in providing cultural enrichment activities.

NUESTRA CARTILLA FONÉTICA

TITLE: Nuestra Cartilla Fonética

AUTHORS: not stated

PUBLISHER: Cultural Puertorriqueña Inc.; Avenida Fernandez Juncos 1406; PDA. 20; Box 8863; Fernandez Juncos Station; Santurce, Puerto Rico 00910 (distributed by Lectorum Publications; 137 West 14th Street; New York, NY 10011)

COPYRIGHT: 1969

COMPONENT:
Nuestra cartilla fonética (textbook)

SUBJECT AREA/GRADE LEVEL: initial reading/1

LANGUAGE LEVEL/LINGUISTIC CONTENT: The developer states in the preface that the vocabulary is representative of frequently used words in Puerto Rico/1, beginner-simple.

R&D EVIDENCE: None specified.

INTENTS: *Developer's Rationale: Nuestra cartilla fonética* "...has been prepared following the syllabic method, in agreement with the phonetic characteristics of Spanish."

Learner Goals: Not stated.

Learner Objectives: (implied) The learner will repeat syllables. The learners will recognize syllables within words and hence read words correctly in the context of a sentence.

CONTENTS: *Scope:* The primary focus is on the syllable and its constituency: vowel sounds, consonant sounds, and combinations. They are presented in initial, medial, and final positions. Where a phoneme is represented by more than one grapheme, all are taught. Toward the end of the book, consonant blends are introduced.

Sequence: Words and phrases have been arranged "...in order of increasing complexity so that difficulties can be gradually overcome, step by step..." A fixed linear route is subsequently implied.

METHODOLOGY: The procedure to be followed for each presentation is briefly described on the inside cover of the textbook. All sounds are studied in the contexts of syllables, words, and, ultimately, sentences. The picture at the top of the page is to serve as a motivational device for comment and conversation. Learners repeat all combinations of the target consonant sound with vowel sounds and then read the words which contain the graphemic representations of those sounds. Later, they read complete sentences and should practice writing the words.

MEANS OF EVALUATION: Evaluation procedures have not been developed.

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* The textbook is softbound, 40 pages in length. Illustrations are colorful. Even when words appear in sentences, they are spaced according to syllables, e.g., *E se bo te tie ne ro ta la ve la.*

Source: Spanish materials developed abroad.

Overall Assessment: If a syllabic method of teaching reading is being used, *Nuestra cartilla fonética* may be used for supplementation of basic initial reading materials. The method of spelling words syllabically (done throughout) may confuse learners when they begin reading material in which this is not done.

PROGRAMA PARALELO DE CREATIVIDAD

TITLE: Programa Paralelo de Creatividad

AUTHOR: Emiliano Martínez, et al.

PUBLISHER: Santillana, S.A.; Elfo, 32; Madrid-27 (distributed by Santillana Publishing Company; 575 Lexington Avenue; New York, NY 10022)

COPYRIGHT: 1974

COMPONENTS:
Tecnologia educativa 6-8 (teacher's guides)

SUBJECT AREAS/GRADE LEVELS: language arts, social science, mathematics, natural science/6-8

LANGUAGE LEVEL/LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide/6-8, advanced.

R&D EVIDENCE: None specified.

INTENTS: *Developer's Rationale:* "It is undeniable that, although an educational program is oriented toward convergent ends, it can encourage, in many cases, creative work."

Learner Goals: "To observe from different perspectives, to look for more than one answer, to break rigid schemes, to lean not upon single suppositions; that is, to state, associate, select, restructure the unusual and apparently useless, to venture upon unexplored paths, to probe in order to produce something new, in order to better understand, and to feel oneself to be the composer. These and other forms of behavior are those which this *Programa de Creatividad* claims to awaken and exercise."

Learner Objectives: For each area – language arts, social science, etc. – general objectives are given. In addition, objectives are stated for each activity. For example, the following statement is given for a sixth-grade lesson in the area of language arts (exercise title: "If Things Could Talk"): "This activity requires the student to personify familiar objects. We intend to develop the normal abilities that make creative thought possible (fluidity, flexibility, and originality) and to stimulate the imagination and affective identification."

CONTENTS: *Scope:* Activities involve opportunities for divergent thinking in all four subject areas.

Sequence: Learners follow a fixed linear route. Activities are to be used as they are called for in the workbooks of the basic series.

METHODOLOGY: A considerable amount of background information directed to the teacher appears before the guidelines for activities. For each activity, teachers are given a brief description, purpose, and suggested modes of presentation. The methodology is inquiry. Content is clearly related to that which is covered in the basic programs; however, the focus of *Programa de Creatividad* is on analysis, conjecture, and expression of personal feelings. The introductory section to the social science activities in level seven states: "The basic program is concerned with clarity and precision, while the *Programa de Creatividad* is concerned more with personal attitudes..."

MEANS OF EVALUATION: Evaluation serves the purpose of locating both learners who need help in expressing themselves creatively and those who have creative talent. Developers supply examples of how creative work can be evaluated in terms of flexibility, fluidity, and originality. It is exploratory as opposed to qualitative.

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* All necessary workpages are contained in the workbooks of the corresponding Santillana basic series. Only the three softcovered teacher's guides need be purchased.

Source: Materials developed abroad without adaptation for use in the United States.

Overall Assessment: If Santillana's basic programs are not being used, *Programma de Creatividad* will, of course, be of little use to bilingual educators. Used in conjunction with the basic programs, however, it does present opportunities to break up the regular classroom routine with more stimulating learning experiences.

SANTILLANA BILINGUAL SERIES– AUDIO VISUAL INSTRUCTIONAL PROGRAM

AUTHOR: scripts by Carmela Mellado

PUBLISHER/COPYRIGHT: Bilingual Educational Services; 1603 Hope Street; South Pasadena, CA 91030 (distributed by Bilingual Educational Services at above address; and Santillana Publishing Company; 575 Lexington Avenue; New York, NY 10022)/1975

COMPONENTS:

Santillana Bilingual Series – Level I Audio Visual Instructional Program (11 sound filmstrips correlated with the Santillana readers, *Mira y lee*, *Lee y trabaja*, and *Trabaja y aprende*)

SUBJECT AREA/GRADE LEVEL: language arts/1

LANGUAGE LEVEL/LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide/1, advanced.

R&D EVIDENCE: None specified.

INTENTS: *Developer's Rationale:* (implied) This program is designed to provide flexibility to the *Santillana Bilingual Series Level I* readers by making audiovisual versions of the stories in the readers available in English and Spanish; *Learner Goals:* Not stated; *Learner Objectives:* Not stated.

CONTENTS: *Scope:* Each of the stories in the *Santillana Bilingual Series Level I* readers has been adapted to an audiovisual presentation. Many of the visuals are identical to those in the readers; however, the narration and dialogs have been expanded; *Sequence:* Use of the filmstrips should be coordinated with the order in which the readers are used.

METHODOLOGY: The filmstrips may be shown before or after the reading of the stories. The accompanying teacher's guides contain the scripts of each of the filmstrips in English and Spanish. User instructions are not provided. Comprehension questions are included in each filmstrip.

MEANS OF EVALUATION: Evaluation materials have not been developed.

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* The filmstrips are in color. The music in the background can, however, be distracting. The materials are neatly packaged in a vinyl carrying case; *Source:* Materials written specifically for ethnic-American needs; *Overall Assessment:* Viewing these filmstrips before reading the stories may motivate learners, as well as help them to understand the stories. Although the cassettes and printed scripts (in the guides) are in English and Spanish, users should keep in mind that the *Santillana Bilingual Series* readers are in Spanish only.

SERIE DE RIMAS ILUSTRADAS

AUTHORS: Curriculum Adaptation Network for Bilingual Bicultural Education; Southwest Regional Adaptation Center; Héctor Lazos, et al.

PUBLISHER/DISTRIBUTOR/COPYRIGHT: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721/1974

COMPONENT:

Serie de rimas ilustradas (consumable workbook)

SUBJECT AREA/GRADE LEVELS: social studies; language arts/k-3

LANGUAGE LEVEL/LINGUISTIC CONTENT: Uses language understood by most Spanish-speakers worldwide/k-3; beginner-simple.

R&D EVIDENCE: None specified.

INTENTS: *Developer's Rationale:* To provide a workbook containing rhymes and activities about the family, the neighborhood, the community, and the school; *Learner Goals:* To strengthen the elementary school learner's knowledge about his/her environment. Language development, though unspecified, is also one of the goals; *Learner Objectives:* Not stated.

CONTENTS: *Scope:* Three sets of rhymes corresponding to the family, neighborhood/community, and the school are presented. Through the rhymes, learners are introduced to members of the family, to things that make up a community (viz., stores, parks, the school), and to classroom objects; *Sequence:* A fixed linear route is implied.

METHODOLOGY: Exercises related to the rhymes are generally art activities. Some sentence-completion and true/false exercises are also included. All activities are to be completed individually. Presentation of the rhymes is left entirely to the user.

MEANS OF EVALUATION: Evaluation materials are not included.

ADDITIONAL CONSIDERATIONS/OVERALL ASSESSMENT: *Physical Description:* The workbook is softcovered, spiralbound, 77 pages in length, and illustrated in black and white. Illustrations of children who are supposed to be happy depict children who, on the contrary, appear sad, e.g., pages 4, 20, and 56. There is almost a total lack of expression on the faces of all persons depicted; *Source:* Materials developed especially for ethnic-American needs; *Overall Assessment:* The language arts segment of the program takes the form of vocabulary development. Independent activities vary in degree of complexity and will have to be selected or adapted accordingly. Intents are not clearly stated and assessment procedures have not been developed.

Synthesized Analyses of Professional Materials

In the process of collecting bilingual education materials for analysis, a small number of professional materials were received. These materials are to be distinguished from teacher training materials – those commonly used at the college level for teacher-preparation purposes or those which may be part of a teacher's professional library – in that they offer suggestions and material which can be directly applied to a teaching situation with a modicum of adaptation. Since they are not instructional materials, a modified reporting format has been used.

¡APRENDEMOS CON GUSTO!

AUTHORS: Regional Project Office Publication; San Bernardino, CA

PRODUCER/DISTRIBUTOR/COPYRIGHT: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721/1975, revised edition

PURPOSE: "*¡Aprendemos con Gusto!* is a series of lesson plans in the form of task cards which have been designed to implement Spanish language usage in the classroom in many areas of instruction... [and] to provide groups of bilingual children with activities that will promote self-motivated learning."

PROFILE: The 70 task cards supplied in this manual encompass various subject areas: art, mathematics, reading, science, writing, and social studies. Adaptation contingent upon local dialectal and cultural backgrounds of learners, as well as on the attention span and ages of learners, is expected. The activities in this manual are suggested for the first through the sixth grades. Teachers may find one task card can be divided into several or, depending on learner responses, they can develop new tasks. "The worth of the cards depends on whether they are suitable for the children who will use them, whether the instructions are clearly stated, whether a sequence of activities is provided, if some evaluation is indicated, and if necessary materials are listed." Only general evaluation suggestions are made, however.

A group leader is held responsible for assembling necessary materials and for the completion of the activities by the four-to-six-member group. Most activities involve areas other than direct language instruction. Some tasks demand specific answers. Open-ended questions encourage discovery of several answers, while still others encourage interest and inquiry.

The manual is softcovered and 120 pages in length. Task cards can be made simply or elaborately. Tagboard and a felt marker will suffice. The introduction to the manual and the purpose- and preparation-of-materials descriptions for each card are in English.

OVERALL ASSESSMENT: Teachers will find that the small-group, learner-centered tasks in this manual can easily supplement many areas of the basic curriculum. Language as a vehicle of communication does, however, receive primary focus. Most radical adaptation will be necessary for use with learners above the third grade since the tasks, as presented in the manual, are elementary in nature and of marginal difficulty. The material is recommended to teachers of any U.S. Spanish-speaking group.

EACH ONE LEARNING: A SMALL GROUP PROCESS MANUAL FOR TEACHERS

AUTHORS: Jean M. Baker, et al.

PRODUCER/DISTRIBUTOR/COPYRIGHT: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721/1974 printing

PURPOSE: "The objectives of this manual are to (1) outline the educational model utilized to implement the group approach to bilingual education, and (2) motivate the reader to try this approach by providing a description of the knowledge and skills necessary for implementing it."

PROFILE: The manual outlines procedures for implementation of small heterogeneous (in language ability, academic ability, ethnic backgrounds, and sex) grouping. This approach "...facilitates the natural method of language learning by offering the potential for greatest utilization of the environmental and social conditions of the classroom." Further advantages are described, as well as the learning environments; procedures and techniques for grouping; planning and selection of activities in the areas of mathematics, Spanish language arts, science, and writing; ongoing considerations; evaluation (both of learner performance and group functions); the teacher's role; and creation of a conducive psychological atmosphere (including the importance of culturally relevant activities and materials). Participation and leadership skills are mentioned briefly; however, users are directed to *They Help Each Other Learn* for details.

The authors claim skills "...should be defined behaviorally and systematically taught if open, multicultural classroom is to become a model of education for human effectiveness..." The three areas of concentration are cognitive skills, interpersonal skills, and communication skills. Guidelines for organization of learning centers define the Open Center Approach, which involves prearranged activities, but not behavior. Individualization is paramount. Learners choose the center they wish to work at and the amount of time to be spent. The Structured Center Approach entails predetermined group composition and highly structured activities. The Partial Approach is an adaptation of either of the aforementioned approaches. Teachers employ this approach when full utilization of small group process is not possible. Basic subjects are taught in a traditional manner and small groups are formed for select portions of subject areas. Development of centers is left to the user.

Appendices contain suggested arrangements of classroom furniture, bibliographical references, and an organizational checklist. The manual is softbound, 67 pages in length, and in English.

OVERALL ASSESSMENT: Teachers or program coordinators interested in experimenting with the small-group process, as well as those already committed to this approach, may find this manual helpful. It is suggested that other small-group manuals be considered as well.

INFORMATION AND MATERIALS TO TEACH THE CULTURAL HERITAGE OF THE MEXICAN-AMERICAN CHILD

AUTHORS: Education Service Center, Region XIII; Austin, TX

PRODUCER/DISTRIBUTOR/COPYRIGHT: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721/1974, second revision

PURPOSE: This manual "...was developed by the Region XIII Education Service Center Bilingual Program staff in response to requests made by teachers in the program for supplemental historical and cultural materials to use in their classrooms."

PROFILE: Ten of the 13 sections of the resource guide contain descriptions of the culture and history of Mexico. Developers present comprehensive, chronological background information integrated with related art activities, poems, songs, games, dances, legends, fables, and stories. The text is in English; however, the legends, etc., are in Spanish. It is claimed by the developers that the manual contains material that can be used/adapted for use in grades k through nine.

One of the remaining three sections contains an elementary Spanish vocabulary list and pronunciation guide (presumably for non-Spanish-speakers). Another is a bibliography of numerous reference books (where additional historical/cultural information can be located), and a few instructional and resource materials (print and other media). Developed instructional units in Mexican-American studies constitute the remaining section. The six units are: Geography of Mexico, Mexican Indians, Spanish Conquest and Expansion, National Period-Pre-Revolution, the Revolution, and Mexican-Americans. Each unit contains a general goal, background information, specific objectives, and suggested, though very briefly described, classroom activities. Additional resources are listed as well. Developers suggest a frame of reference for Mexican-American studies between grades one and six.

This spiralbound manual is 263 pages in length.

OVERALL ASSESSMENT: Numerous traditional Mexican holidays, songs, poems, stories, legends, fables, foods, arts and crafts, as well as historical background information, are easily accessible in this resource material. It is a single comprehensive source of Mexican-American cultural history adapted for teaching. Teachers concerned with the bicultural element of bilingual education will find this material beneficial. The prepared instructional units are too short to be used without adaptation. This manual is recommended to teachers of Mexican-American learners.

LANGUAGE DEVELOPMENT RESOURCES FOR BILINGUAL BICULTURAL EDUCATION

AUTHORS: Experienced Teacher Fellowship Program, College of Education, University of Arizona

PRODUCER/DISTRIBUTOR/COPYRIGHT: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721/1968-69

PURPOSE: "These materials are not designed to be a guide or course of study that teachers would use in a structured sequence; rather, it is recommended that teachers use these materials as a resource to implement a program designed to meet the particular needs of their specific children."

PROFILE: Language development is not viewed as a segment of the program but as the "glue" that holds the varied activities together. Responses are encouraged in both languages via free association, role-playing, observation, and expression of personal opinions. When specific language patterns are mentioned, they are presented in English and Spanish at the same time. It is unclear if they are to be taught in this way.

The manual is divided into five sections: *Introduction,* which describes the program and what a bilingual learning situation ought and ought not to be; *Parent Participation,* which describes how to implement a parent involvement program and contains suggested activities; *Activity Centers:* art center, book center, communications center, discussion center, game center, listening center, puppet center, role-playing center, sensitivity center, viewing center, cooking center, and possible field trips (all of which have brief statements of purpose and language-related activities); *Bilingual Resource Materials,* containing numerous stories, poems, songs, riddles, games, rhymes, dances, recipes, and language patterns (in Spanish and English); and *Supplements,* describing community resources, suggestions for books, records, films, and filmstrips in English and Spanish; and references for ESL teaching.

Activities are briefly described and are to be implemented at the teacher's discretion. They vary in difficulty to the extent that some may be used in kindergarten while others (primarily the stories) may be used on levels as high as grade four or five. The manual is 243 pages in length, spiralbound, and – except for Spanish songs, stories, etc. – in English.

OVERALL ASSESSMENT: This manual can prove to be useful to bilingual elementary school teachers in the southwestern United States. Teachers can be selective in supplementing or enriching basic instructional materials with new activities and ideas. They may also profit from the resource and management suggestions. It is not an exceedingly expensive manual, and, if purchased, it is suggested that it remain at the disposal of all elementary school bilingual teachers.

RESOURCE MATERIAL FOR BILINGUAL EDUCATION

AUTHOR: Fort Worth Public Schools Bilingual Program, Fort Worth, TX

PRODUCER/DISTRIBUTOR/COPYRIGHT: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX/ 78721/1973, revised edition

PURPOSE: "*Resource Material for Bilingual Education* was prepared to serve as a reference book to aid the bilingual classroom teachers and instructional aides in providing bilingual instruction for their students."

PROFILE: This manual is ungraded and to be used either in part or in its entirety by elementary school teachers at any time they feel it offers valuable supplementation to daily lessons. It is divided into nine subject areas: days-months-seasons; colors-letters-numbers; plants-animals; self-family-community; food-clothing; holidays-special events; classroom terms and expressions; biographies; and games and stories. Activities and sample lessons are provided in both English and Spanish. These lessons contain objectives, necessary materials, procedures, exercises, and suggested evaluation techniques. Language of instruction is left to the teacher's discretion.

Much attention has been paid to the bicultural aspect of the program. Spanish songs, poems, games, and stories, and holidays of Mexican origin are listed alongside those common in the United States (some translated). Biographies of famous Mexicans, Mexican-Americans, and Americans also appear together, e.g., Benito Juárez, Cuauhtemoc, Martin Luther King, Jr., John F. Kennedy, and Abraham Lincoln, to name a few.

The manual is 164 pages long. Teachers will have to prepare some form of reproducing master if they wish to distribute pages to the learners.

OVERALL ASSESSMENT: The manual is neatly organized into content areas. Teachers will probably find the crosscultural resource information to be the most helpful aspect of the program. It is recommended as a supplementary teaching aid.

THEY HELP EACH OTHER LEARN: A GROUP PARTICIPATION AND LEADERSHIP TRAINING MANUAL

AUTHORS: Jean M. Baker, et al. (Regional Project Office Publication; San Bernardino, CA)

PRODUCER/DISTRIBUTOR/COPYRIGHT: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721/1971

PURPOSE: Elementary education in the United States has experienced important changes in the last few years. Within the classroom environment, traditional rows of desks are disappearing and being replaced by activity centers. Bilingual bicultural teachers are also enthusiastic about small-group organization; however, they know that many children lack skills required for effective group participation and leadership. For this reason, the authors of this manual agreed to develop procedures for teaching leadership and group participation skills.

PROFILE: Participation and leadership skills to be developed via this program are: reading the group instructions; distributing the materials; answering questions about the lesson; cleaning up the work area; helping each other; praising (positively reinforcing) each other for good behavior in the group; and evaluating the group activity. Training lessons treat each of the aforementioned characteristics of small-group process gradually and in detail. Learners are to be kept aware of the objectives of each training lesson. Developers stress how important it is that behavior necessary to efficient small-group process manifest during the training lessons be positively reinforced. A typical training lesson involves review of previous lessons, behavioral objectives, materials and setting, methods of accomplishing the objectives, and a brief evaluation section.

A checklist to be completed by the small-group leader after each session allows the teacher to judge how efficiently the group is functioning and possibly to signal the need for a review training lesson. The manual is designed to be used with second-graders, however, developers claim minor adaptation would make the lessons appropriate to other elementary school grades. Activity charts used for practice during the training lessons are available (some in English, others in Spanish) on 16" x 20" tagboard. The manual is 37 pages in length and in English.

OVERALL ASSESSMENT: Bilingual bicultural programs in which open classroom strategies are being used will find this guide helpful for improving efficiency of small-group performance. It is by no means relevant to only one Spanish-speaking population.

THINGS TO DO: ACTIVITIES FOR A BILINGUAL CLASSROOM

AUTHORS: Jean M. Baker, et al. (Regional Project Office Publication; San Bernardino, CA)

PRODUCER/DISTRIBUTOR/COPYRIGHT: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721/1975

PURPOSE: "This manual was developed after teachers using the small group process approach expressed interest in obtaining a variety of activities they could use in their bilingual classrooms....This manual has been prepared for teachers who are using or wish to use small group organization in bilingual bicultural programs at the primary grade level."

PROFILE: In the first section of the manual, three sample daily schedules are described. Schedules one and two require that children be divided into groups of five or six, heterogeneous in academic and language ability, in sex, and in ethnicity. Groups work at each learning center (communications, language arts, writing, reading, mathematics, science/social studies, art, and music/listening) for periods of 15-20 minutes and rotate following a predetermined sequence. The third schedule is more unstructured, in that learners are free to choose their own activities and the length of time to be spent on each activity. This schedule is only recommended for learners who have spent time in more structured environments and have already learned important behavioral skills. Regardless of the schedule selected, learners are to be continually aware of the objectives of each activity. Desired behaviors should be both modeled and reinforced by the teacher.

The second part of the manual describes activities appropriate to the various learning centers. All activities share the characteristic of helping elicit oral and written language in both Spanish and English. Most activities do not require adult supervision, although some do.

The manual is 37 pages in length and softbound.

OVERALL ASSESSMENT: Teachers are to use the activities mentioned as a springboard from which other activities tailored to the specific needs of the learners can be developed. The activities described are not limited to one grade level. Some are noticeably simpler than others. The extent of their usefulness will be determined by the composition of learners. Scheduling suggestions lack specificity. Teachers using small-group process techniques can undoubtedly profit from this manual.

WE LEARN TOGETHER: A SMALL GROUP PROCESS MANUAL FOR SECONDARY TEACHERS

AUTHOR: Regional Project Office Publication; San Bernardino, CA

PRODUCER/DISTRIBUTOR/COPYRIGHT: Dissemination and Assessment Center for Bilingual Bicultural Education; 6504 Tracor Lane; Austin, TX 78721/1972

PURPOSE: "The intent of this manual is to illustrate the application of the small group process approach to bilingual education at the junior high and senior high school grade levels....This manual was developed and adapted from a small group process manual, *Each One Learning*, by Jean Baker, Joy Ross, and Barbara Walters."

PROFILE: *We Learn Together* is hardly an adaptation but almost a complete replication of *Each One Learning*. With the exception of changes which make suggested activities more appropriate to junior and senior high levels, information regarding implementation of small-group process is identical to that described in *Each One Learning*.

Appendices contain bibliographical references and an organizational checklist. The manual is in English, softbound, and 66 pages in length.

OVERALL ASSESSMENT: It seems plausible that basic principles of the small-group process approach may be applicable at all levels of instruction. Some suggestions for composition of learning centers – e.g., "beans and junk for counting and set activities," "story books," and "basal readers" – simply do not seem to be appropriate for junior and senior high school learners, regardless of their language ability. Extensive adaptation of this material is needed.

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Arhe, Inc. 12, 20, 42
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New York, NY 10017

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New York, NY 10010

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New York, NY 10019

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New York, NY 10022

Spanish Book Corporation of America. 14, 16, 36, 42, 44, 48, 50, 64
115 Fifth Avenue
New York, NY 10019

Spanish Language Multi-Media 44, 48, 50
P.O. Box 1111
Glen Rock, NJ 07452

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Buenos Aires, Argentine Republic

Behavioral Research Laboratories 4
Ladera Professional Center
Box 577
Palo Alto, CA 94302

Bilingual Educational Services 120
1603 Hope Street
South Pasadena, CA 91030

Carousel Films, Inc. 104
1501 Broadway
New York, NY 10036

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Elizabethtown, PA 17022

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Guatemala

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Bogotá, Republic of Colombia

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Avenida Fernandez Juncos, 1406, PDA. 20
Box 8863 Fernandez Juncos Station
Santurce, Puerto Rico 00910

Dissemination and Assessment Center for Bilingual Bicultural Education
. 28, 54, 72, 74, 82, 98, 108, 109, 112, 115, 116, 117, 120, 122, 123, 124, 125
6504 Tracor Lane
Austin, TX 78721

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235 East 45th Street
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Long Island City, NY 11101

Laidlaw Brothers. 66
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River Forest, IL 60305

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Mountain View, CA 94043

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New York, NY 10017

Motivational Learning Programs, Inc. 22
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National Educational Laboratory Publishers, Inc. 8
813 Airport Boulevard
Austin TX 78702

Open Court Publishing Company 62
1058 Eighth Street
La Salle, IL 61301

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Madrid-27, Spain

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SCDC Spanish Curricula Units: Social Science Strand
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Information and Materials To Teach the Cultural Heritage of the Mexican-American Child
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Resource Material for Bilingual Education
Struggle for Independence: Mexico's Rebellion against Spain
They Help Each Other Learn: A Group Participation and Leadership Training Manual
Things To Do: Activities for a Bilingual Classroom
We Learn Together: A Small Group Process Manual for Secondary Teachers